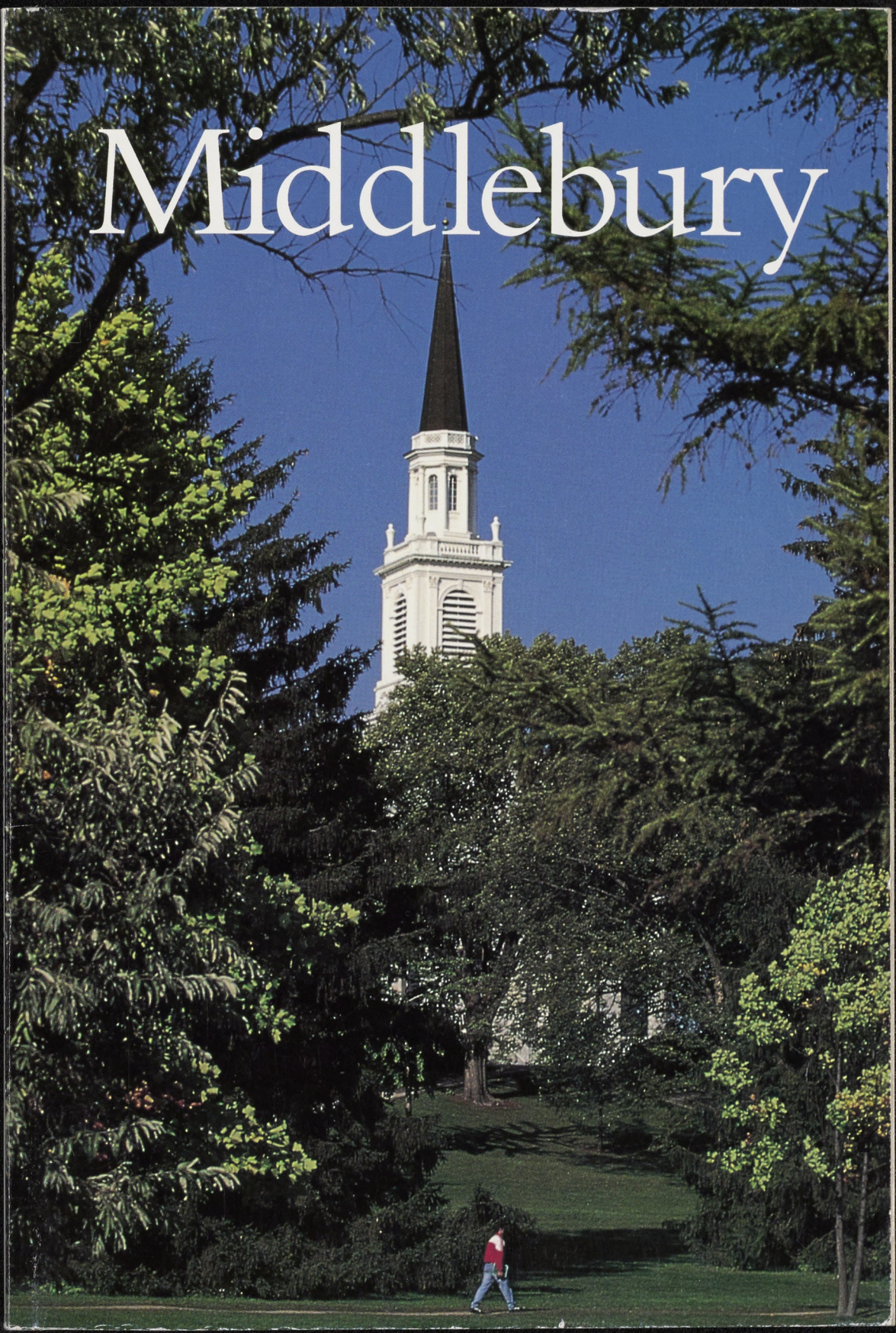
Middlebury

Middlebury College complies with applicable provisions of federal and state law which prohibit discrimination in employment, or in admission or access to its educational or extracurricular programs, activities or facilities, on the basis of race, color, ethnicity, national origin, religion, sex, sexual orientation, age, marital status, place of birth, Vietnam veteran status, or against qualified individuals with disabilities on the basis of disability.

Middlebury College endeavors to present an accurate overview of the programs, facilities, and fees of the College in this catalog. The College reserves the right, however, to alter any program, facility, or fee described here without notice or obligation. This catalog is published annually in the spring. It is supplemented by separate publications describing first-year student seminars and winter term courses, as well as by fall and spring term registration supplements. The information contained on these pages was as accurate as possible on March 1, 1996, when the catalog went to press.

Robert Handelman took the cover photograph; additional photographs are by Gabriel Amadeus Cooney and Erik Borg.

Middlebury College

1996/97 Catalog

Something we were withholding made us weak

Until we found it was ourselves

We were withholding from our land of living,

And forthwith found salvation in surrender,

Such as we were we gave ourselves outright . . .

Robert Frost, "The Gift Outright"

Robert Frost lived for many years in the neighboring town of Ripton, Vermont. A close friend of Middlebury College, one of his earliest marks of public recognition was an honorary Doctor of Letters from Middlebury in 1924. Gardner Cox's famous portrait of Frost is on display in the Robert Frost Room at the Egbert Starr Library of the College.

From "The Gift Outright" in *The Poetry of Robert Frost*, edited by Edward Connery Lathem. © 1942 by Robert Frost. © 1970 by Lesley Frost Ballantine. Reprinted by permission of Holt, Rinehart and Winston, Inc.

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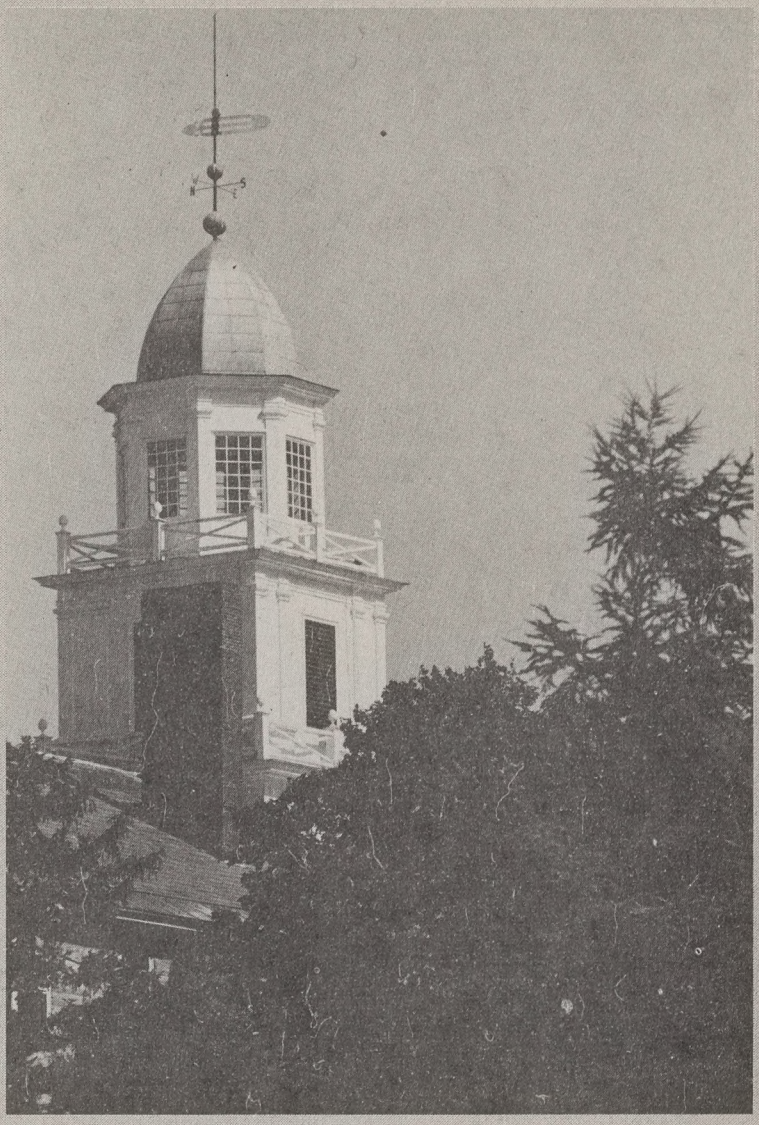


SECTION I

ABOUT MIDDLEBURY

TO CHOOSE AND BE CHOSEN

Something we were withholding made us weak
Until we found it was ourselves . . .
Robert Frost

Middlebury College makes available to its students a distinguished faculty, challenging programs, facilities for research, residential living, and much more, but nothing will be of any lasting value unless those who are chosen and come to learn are willing to offer "the gift outright" of their energies and talents. Middlebury wants those who will give freely of themselves in academic study, in athletics, in the arts, in the pursuit of leadership, and in social service. What the College can give in return is described in the pages that follow.

Middlebury is one of New England's outstanding, small, residential liberal arts colleges. It offers its students a broad curriculum embracing the arts, humanities, foreign languages, social sciences, and natural sciences. Middlebury is an institution with a long-standing international focus, a place where education reflects a sense of looking outward, a realization that the traditional insularity of the United States is something of the past. We seek to bring to Middlebury those who wish not only to learn about themselves and their own traditions, but to see beyond the bounds of class, culture, region, or nation. Indeed, the central purpose of a Middlebury education is precisely to transcend oneself and one's own concerns. This transcendence may come for some through the study of other cultures; for some through the study of the environment; for others it will come through inquiry into such fields as physics or philosophy, mathematics or music.

Middlebury's undergraduate college is enriched by its other programs. Every summer, the main campus in Vermont is transformed into an institution single-mindedly devoted to the study of eight foreign languages and cultures, and the use of English is virtually banned for the participants, among whom are many Middlebury undergraduates. In the Green Mountains lies Middlebury's Bread Loaf campus, where for six weeks each summer the Bread Loaf School of English is in session. This is followed by the Bread Loaf Writers' Conference, which brings together 200 authors and aspiring authors for 11 days of intensive exchange on the art of writing. There is also an overseas dimension to Middlebury College. The Bread Loaf School of English is in session each summer not only in Middlebury, but also at Lincoln College, Oxford, in the United Kingdom, and at St. John's College in Santa Fe, New Mexico. Middlebury Schools Abroad Language Schools are located in Florence, Madrid, Mainz, Moscow, and Paris. These schools enroll approximately 300 undergraduate and graduate students who develop an understanding of foreign languages and cultures through direct experience, as well as academic study.

WHAT IS "HIGHER" IN HIGHER EDUCATION?

A national educational journal recounted the story of a student who had been asked in a physics course to explain how one could determine the height of a tall building using a barometer. The answer given was, "Go to the top of the building, tie a string on the end of the barometer, lower the barometer to the ground, and measure the length of the string." The answer was given an F, although the student objected that the answer was perfectly correct according to accepted physical principles. When an outside mediator was called in, he had to agree that the student had a point. Nevertheless, it was agreed that the student would be given a second opportunity to answer the question more straightforwardly.

After six minutes of the allotted ten had been used, the student had still not written anything on his paper, and the mediator asked whether he did not know the answer. "No," he replied. "It is just that there are so many answers, I am trying to decide which one to give." Near the end of the time period, he quickly scribbled down an

answer. This time the instructor in the course capitulated, and the student was given an A. The answer was, "Take the barometer to the top of the building and drop it off. Time the fall and then by the well-known formula about the rate of acceleration of falling bodies you calculate the height." The mediator was fascinated with the ingenuity of the student and asked whether he really had other answers. "Of course," he replied. "Take the barometer out on a sunny day. Measure the shadow cast by the barometer and the shadow cast by the building, then knowing the height of the barometer, you calculate the height of the building. Or, a very simple and direct method would be to start at the base of the building and measure the building by laying the barometer along the wall to determine the height in barometer-lengths. Finally, of course, the easiest method would be to go into the basement and find the office of the superintendent, knock on his door, and when he answers, say to him, 'Here, I have this fine barometer that I will give you if you will tell me the height of this building.'" The student confessed, finally, that he also knew the standard answer but that he didn't feel that the function of education was simply to hand back memorized formulae and pat answers.

What is illustrated by this story is not mere cleverness, but, rather, considerable appreciation by the student of the fact that questions are a function of contexts, which must be appreciated before any answer is "correct." What is "higher" about higher education is that it asks students continually to appraise and evaluate not simply answers, but the contexts of both questions and answers. The student is not merely an intermediary between the professor's lecture, a notebook, and the final exam. In higher education he or she comes to appreciate the reasons why people ask certain questions in the first place, how they might have asked different questions, and how any answers function only when the origins of the questions and their contexts are comprehended.

HISTORY OF MIDDLEBURY COLLEGE

Middlebury's becoming a liberal arts college of the first rank can be seen as the culmination of a process of growth and change that began when a few men of the town of Middlebury decided in 1800 to take upon themselves the challenge of building a college in a small New England town on what was then the American frontier. In the nearly two centuries since it was established, Middlebury has developed from "the town's college" into a liberal arts college of international renown.

Middlebury's purpose was originally to train young men from Vermont and neighboring states for the ministry and other learned professions of the early 19th century. The College started from modest beginnings, with seven students enrolled when classes began in November 1800. The first students were expected "to read, translate, and parse Tully, Virgil, and the Greek Testament, and to write true Latin in prose, and shall have also learned the rules of Vulgar Arithmetic." The entire course of study was taught by the College's founding president, Jeremiah Atwater, who had come to Middlebury from Yale.

In 1819, upon his death, Gamaliel Painter, one of the citizens of Middlebury to whom the College charter had been granted, left most of his estate, valued at over $13,000, to the College. Mr. Painter's gift was an early example of the philanthropic support for Middlebury College that has enabled the institution to prosper. In recognition of his gift, West College, a new building completed a few years prior to Painter's death, was renamed Painter Hall. Painter Hall is the oldest college building still extant in Vermont.

Vermont was the first state in the United States to abolish slavery in its constitution. In 1823, Alexander Twilight graduated from Middlebury College. He was the first African-American citizen to earn a baccalaureate degree at an American college.

Middlebury College grew slowly during the 19th century. The growth was not steady, however, as the College was not immune from the social and political movements that affected northern New England generally. Rocked by evangelical upheaval and religious revival in the 1830s and the Civil War in the 1860s, Middlebury managed to keep its doors open during a period when many small colleges in America were forced to close. In large part, the College was sustained by the support of its many friends, both in the town of Middlebury and in the neighboring region.

In 1883 the trustees voted to accept women as students in the College. Middlebury was one of the first formerly all-male liberal arts colleges in New England to become a coeducational institution. For more than a century, Middlebury has been preparing women for positions of leadership, both on campus and in the world at large.

In the years following the admission of women, Middlebury College began to change from an institution primarily oriented toward its community and its state to a college with larger regional aspirations. President Ezra Brainerd (1885-1908) prepared the College for this transformation, and spectacular change occurred under the administration of President John Thomas (1908-21). During the second decade of the 20th century, the College's enrollment more than doubled, and the number of buildings, the size of the faculty, and the value of the endowment tripled. At the same time, the College's curriculum was adapted to the needs of the 20th century. The Language Schools and the Bread Loaf School of English were also established during the Thomas presidency.

Throughout the mid-20th century, Middlebury continued its development toward a position of prominence among liberal arts colleges in the United States. Continued growth in the faculty meant the addition of new subjects to the curriculum and an increased academic reputation for the College. New residence halls, academic buildings, and library facilities were added to the physical plant of the College. Middlebury's expansion was coupled with increases in financial resources and the establishment of a tradition of prudent financial administration and the husbanding of resources for the long term.

During the past three decades, under the leadership of Presidents James Armstrong (1963-75) and Olin Robison (1975-90), Middlebury attained a new level of excellence. The student body grew not only in numbers, but also in diversity and in breadth of academic and extracurricular interests. Teacher-scholars of the highest quality joined the ranks of the Middlebury faculty and brought to their classrooms and other contacts with students a sense of intellectual excitement and a concern for the personal development of their students. The international dimension of Middlebury was strengthened through the introduction of new subjects into the curriculum and through the establishment of additional Language Schools. In 1992, John M. McCardell, Jr., was elected by the Board of Trustees as the 15th president of Middlebury College. President McCardell, a professor of history, is the first member of the College's faculty to serve as president since Ezra Brainerd more than a century ago.

MIDDLEBURY COLLEGE MISSION STATEMENT

The following mission statement for Middlebury College was adopted by the Board of Trustees in May 1992:

The mission of Middlebury College is to educate students in the tradition of the liberal arts. Our academic program, co-curricular activities, and support services exist primarily to serve this purpose. Middlebury College is committed to excellence throughout its liberal arts curriculum: to balance in its academic offerings; to selective development of carefully chosen emerging strengths; and to maintaining conspicuous excellence in those areas of its traditional strengths such as language, literature, and an international perspective, including study abroad.

To fulfill this mission, the College admits students who show evidence of intellectual curiosity, high motivation, and superior academic accomplishment. The College seeks students who are actively involved and committed to the ideals of community and who are, therefore, prepared to become leaders in society.

To assure that our students achieve their potential the College recognizes and reaffirms its commitment to creating and sustaining an environment conducive to learning: a small, highly selective, coeducational student body that fosters a true community of learning, and a faculty and staff dedicated to excellence and service to the educational needs of students. As a residential college, Middlebury recognizes that education takes place both within and beyond the classroom. The College seeks to maintain a diverse community committed to broadened educational opportunities within an atmosphere of respect for others. All of this takes place in a splendid natural setting with well-maintained buildings and grounds that not only support our academic and co-curricular programs, but also impart a sense of permanence, stability, tradition, and stewardship.

Finally, Middlebury endeavors to maintain a lifelong bond with its alumni and expects its graduates to be thoughtful, ethical leaders able to meet the challenges of informed citizenship. They should be independent thinkers, committed to service, with the courage to follow their convictions and prepared to accept responsibility for their actions. They should be skilled in the use of language to communicate ideas and in the analysis of evidence, in whatever form it may present itself. They should be physically active, mentally disciplined, and motivated to continue learning. Most important, they should be grounded in an understanding of the western intellectual tradition that has shaped this College, and educated beyond the confines of their immediate experience so as to comprehend ideas, societies, cultures, traditions, and values other than their own.

THE GOALS OF A MIDDLEBURY EDUCATION

The Middlebury College faculty is composed of outstanding, dedicated teachers who are also accomplished scholars. Students are provided opportunities for close working relations with their teachers, and intellectual exchange with the faculty goes on outside as well as inside the classroom. The liberal arts education offered by the College is designed to enable students to lead rewarding lives of ongoing intellectual and spiritual growth and to prepare them to meet the challenges of responsible citizenship in a complex, changing world.

We have as an ideal the kind of person a Middlebury education should help to make: a person who can think logically; who can write with accuracy, clarity, style, and an individual voice; who can appreciate the visual and performing arts and participate in their creation; who can reason with numbers and symbols and apply rigorous techniques of analysis in seeking answers; who can read—critically and imaginatively; who can make intelligent value judgments; who has an informed sense of the varied, eventful path humanity has taken to reach the present; who is aware that the frontiers of understanding and knowledge are always shifting and expanding; who understands the principles and methods of the natural sciences and knows what it is to experience the excitement of scientific discovery; who has a sense of the interaction between people and society in the United States and in other countries; who has an understanding of the relations between humans and the environment; who is mindful of the responsibilities present generations have to future generations and of the need for long-term thinking; who can understand, read, and speak a foreign language and thereby has the access to foreign cultures that only proficiency can bring; who knows how to discipline the body, as well as the mind.

Expecting students to seek such an ideal is asking much, but each Middlebury student is able,

and the faculty and staff at Middlebury College have dedicated their talents and their efforts to making such achievements possible.

THE STRUCTURE OF MIDDLEBURY'S CURRICULUM

A Student's Course of Study

The Middlebury College curriculum is designed to assure that each student's education includes a certain breadth of experience, as well as in-depth study in one area defined by the major. Curricular breadth is achieved through a set of distribution and cultures and civilizations requirements. There are also other general requirements, which we see as opportunities, providing the chance to explore new areas of inquiry. In all these areas students have a broad range of choices.

First-Year Student Seminar: Each student elects one seminar for first-year students during his or her first semester. These seminars are low enrollment, thematic courses designed to explore an area of intellectual inquiry from a perspective that makes connections among a number of traditional academic disciplines. They have an intensive writing component, and the instructors serve as the academic advisers for their seminar students.

Writing-Intensive Course: In their second, third, or fourth semesters, students choose one course from among the College writing courses offered in many different fields, to develop their writing skills further.

Physical Education Requirement: Middlebury has a physical education program that stresses lifetime sports—those sports that can be enjoyed long after one's college days are past. Students are expected to participate in two seasons of lifetime sports through a program of instruction. Students may use participation on varsity and junior varsity intercollegiate teams as a way of satisfying the physical education requirement. No more than one of the two physical education credits may be earned from participation in a single sport. Two-sport athletes may satisfy both physical education credits through participation on varsity and junior varsity intercollegiate teams. Beginning with students in the Class of 1999, the requirements must be completed by the end of the sophomore year.

Breadth: Distribution and Cultures and Civilizations Requirements

Distribution Requirement: Each student must take at least one course in seven of the following categories: literature, the arts, philosophical and religious studies, historical studies, physical and life sciences, deductive reasoning and analytical processes, social analysis, and foreign languages.

Cultures and Civilizations Requirement: Each student must take at least one course focusing on some aspect of the cultures and civilizations of the United States, one course focusing on some aspect of European cultures and civilizations, and one course focusing on some aspect of cultures and civilizations other than those of Europe or the United States.

Courses that count toward the major and the minor may be used to satisfy distribution and cultures and civilizations requirements.

Minor: Students may elect to complete voluntary minors as another means of obtaining curricular breadth. A minor is crafted from five or more courses in a department or program, including at least one course at an advanced level.

Depth: The Major

Students select majors by the end of their third semester. Most departmental majors have great flexibility and encourage interdisciplinary work. Students may choose to explore two different areas, as double majors. There are also established interdisciplinary programs. Students may also design a joint major, which combines two fields of study. Another option is the international major, combining work in a nonlanguage field with work in a foreign language and study at one of the Middlebury Schools Abroad. In addition,

Middlebury has an Independent Scholar Program for those students whose talents and interests clearly would profit from programs they design themselves.

There are 38 different established majors, in all the academic departments and in the interdisciplinary programs. All majors require at least 10 courses and encourage or require independent work during the senior year. Although there is no major in teacher education, our program provides the equivalent of a minor and leads to licensure in the State of Vermont. Middlebury offers the necessary courses to prepare students for medical, dental, and most veterinary programs. Middlebury also offers the necessary courses to prepare students for entry into professional schools in such areas as law, business, engineering, architecture, forestry, nursing, and environmental studies.

The Four-One-Four Curriculum

The pattern of a single year at Middlebury consists of a fall term of 13 weeks ending at Christmas vacation, a winter term of 4 weeks in January and early February, and a spring term of 13 weeks ending in mid-May. In the fall and spring terms, the typical course load is four courses, but students may take three or, with permission, five courses in a term. This allows students to vary their academic load in light of the overall pattern of their educational program. In the winter term, students take one intensive course.

The winter term opens up special teaching and learning possibilities at the College. Faculty can try new ventures not easily fit into a fall or spring term, and students have the opportunity to explore new fields of study. New areas of a discipline, special interests, or unusual methodologies may be the focus of an experimental course. Students can accomplish great efficiency in learning through this intensely concentrated period of study of a single technique, problem, or body of material.

Options other than standard courses are also open to students during winter term. Extensive possibilities exist for qualified students to pursue independent research projects, either on campus or elsewhere. Students are also permitted to take ungraded internships for credit in various professional areas, including law, medicine, architecture, journalism, social work, and teaching. Internships may be local or away from Middlebury, but all involve significant exposure to the essential work of a profession. Student-led courses permit small groups of students to study under the guidance of one of their peers who has exhibited expertise in an area not included in regular semester programs.

PROGRAMS OF SUMMER AND OFF-CAMPUS STUDY

The Middlebury Language Schools, Middlebury Schools Abroad, Bread Loaf School of English, and Bread Loaf Writers' Conference are all integral parts of Middlebury College. They offer special opportunities to Middlebury undergraduates in the study of languages, literature and culture, and international study. Many Middlebury undergraduates choose to take advantage of these and other programs of summer and off-campus study.

The Language Schools

Each summer since 1915, Middlebury College has devoted its Vermont campus to the intensive study of foreign languages and cultures. The Language Schools are based on the premise that language competence is essential to true cultural understanding, and that effective language teaching must necessarily provide meaningful insight into the foreign culture. There are eight Language Schools: Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish. Courses range from beginning to advanced and graduate level. Middlebury undergraduates often attend the Language Schools to prepare further for study at a Middlebury School Abroad; to prepare for other foreign programs, such as those in East Asia; or to begin earning credits toward a Middlebury advanced degree.

The Middlebury Schools Abroad

During the academic year, the Middlebury College schools in Florence, Madrid, Mainz, Moscow, and Paris offer junior year and graduate degree programs. Most Middlebury students engaged in the study of a European language—either as part of a language major or in conjunction with an international major, area studies program, or the major in international politics and economics—spend at least part of their junior year in one of the Middlebury Schools Abroad. Study abroad allows students to profit from a rich cultural experience and to achieve a level of maturity not easily attainable in the familiar surroundings of home. The Middlebury Schools Abroad offer varied intellectual challenges within the European university systems and an experience that can give special meaning and depth to the academic understanding of foreign languages and cultures.

Other Programs of Study Abroad

Nearly half of all Middlebury undergraduates study off-campus for at least part of their junior year. In addition to the Middlebury Schools Abroad, students attend programs in Europe, Africa, Latin America, East Asia, or Australia. In all cases students wishing to study with programs other than Middlebury's must demonstrate the relevance of their study abroad to their academic programs, and show the importance of such study for their intellectual growth. Those going to countries where English is not the primary language are normally expected to have language proficiency sufficient to allow them to do work at an advanced level. Summer study at Middlebury may help achieve that degree of fluency.

International Majors and Programs

Area studies majors in East Asian studies and Russian and East European studies permit students to pursue programs grounded in at least three years of language study in Chinese, Japanese, or Russian and offering a broad array of courses in the history, literature, intellectual traditions, and social institutions of those regions. The international major enables a student majoring in an area other than language or literature to do advanced work in that discipline at one of the Middlebury Schools Abroad or an approved equivalent. The major in international politics and economics combines interdisciplinary work in political science and economics, and language study at Middlebury, with study abroad. All of these majors permit students to develop, in addition to language competence, an understanding of their area of specialization in an international context.

The American Collegiate Consortium

At press time the American Collegiate Consortium was restructuring its programs in Russia and other republics of the former Soviet Union. The Off-Campus Study Office can offer alternate study options in these areas.

The Bread Loaf School of English

The Bread Loaf School of English conducts a six-week graduate session each summer at the campus near Bread Loaf Mountain. Courses are offered in literature, literary theory, creative writing, the teaching of writing, and theatre. Exceptionally able Middlebury undergraduates who wish to pursue studies in literature and writing may enroll in Bread Loaf courses in the summer between their junior and senior years. Students at Bread Loaf may apply a summer's credits to their undergraduate degrees, or may use them toward the master's degree in English. Selected Middlebury students may also attend the Bread Loaf programs at either Lincoln College, Oxford, or the Native American Preparatory School in Rowe, New Mexico.

The Bread Loaf Writers' Conference

The Bread Loaf Writers' Conference meets for 11 days in August. At the conference, aspiring and experienced writers are able to meet in workshops and in individual conferences with the teaching staff, which consists of some of the most distinguished writers in the country. Students become aware of the professional world of writ-

ing and writers, of editors and literary agents, and of the mechanics of publication. Special scholarships are available to undergraduates who wish to attend.

Off-Campus Programs in the United States

Middlebury maintains exchange programs with Berea College and St. Mary's College during winter term and with Swarthmore College during spring term. Selected juniors may spend one term in the Nation's Capital in the Washington Semester Program administered by American University. This program combines the academic study of politics with an internship in a congressional or executive branch office, an interest group or nonprofit organization. Selected Middlebury students may spend a semester at the Williams College-Mystic Seaport Program in American Maritime Studies. This program, offered in conjunction with the nation's leading museum of maritime history, offers an integrated program in marine sciences, maritime history, and the literature of the sea. In addition, Middlebury students may participate in the SEA Semester in Woods Hole, Massachusetts.

Summer Research

Many students, most—but not all—majoring in the natural sciences, spend a summer working with faculty members on or off campus on a variety of research projects. This research may provide a foundation for a senior thesis. Most research students are supported by stipend and on-campus room and board from grants obtained by their faculty mentors.

UNDERGRADUATE ADMISSION

Admission Requirements

Middlebury receives many more applications from qualified students than can be accepted. Thus, admission to Middlebury must be selective and is based upon academic ability and achievement, community citizenship, leadership, character, and personal qualities.

The program and record of each applicant will be assessed on an individual basis. A competitive secondary school program would include the following, generally at the honors or advanced level:

1. Four years of English
2. Four years of one foreign language (in preference to two years each of two languages)
3. Four years of mathematics and/or computer science
4. Three or more years of laboratory science
5. Three or more years of history and social science
6. Some study of music, art, and/or drama

Many candidates whose programs of study differ from that outlined above are admitted each year; it is the overall quality of an applicant's secondary school achievement that is of primary importance.

All applicants must submit standardized test scores to the Admissions Office. Applicants are encouraged to emphasize their strength of achievement by submitting any one of the following:

1. Three SAT II tests in different areas of study, including the SAT II Writing test and one quantitative SAT II test (chemistry, mathematics, physics)
2. Three Advanced Placement (AP) tests in different areas of study, including AP English and one quantitative AP test (computer science, chemistry, economics, mathematics, physics)
3. Three International Baccalaureate (IB) Subsidiary or Higher level tests in different areas of study, including IB Languages (A1, A2, or B, English only) and one quantitative IB test (chemistry, computing studies, economics, mathematics, physics, physical and chemical systems)

4. Three scores in different areas of study from any mix of the tests above, including one English test and one quantitative test
5. The American College Testing (ACT) assessment test

Submission of supplementary standardized test data not mentioned above is optional and welcomed by the Admissions Office. Any standardized tests should be taken no later than December of the secondary school student's senior year. (January tests in the senior year are reported too late to be used in the admissions process.)

The majority of students admitted to Middlebury present outstanding academic records: 65 percent of the Class of 1999 graduated in the top 10 percent of their secondary school class and 85 percent in the top one fifth. Applications are welcomed from students whose rank is not in this range if they believe they have a particular contribution to make to the student body.

Admission Deadlines

First-Year Early Decision I Admission:
November 15 postmark for Parts I and II
Transfer Spring Term Admission:
November 15 postmark
First-Year Early Decision II Admission:
December 15 postmark for Part I,
December 31 postmark for Part II
First-Year Regular Admission:
December 15 postmark for Part I,
December 31 postmark for Part II
Transfer Regular Admission:
March 1 postmark

Spring Term Admission

Approximately 90 students are offered spring term admission to fill vacancies created by students who graduate at mid-year and by those who study abroad. These "Febs" are selected from the regular applicant pool and are notified of admission at the same time as students admitted for September. Orientation, meetings with faculty advisers, and registration are scheduled for the first week in February. Spring semester classes normally begin during the second week in February.

Transfer Students

Middlebury accepts a very limited number of students into the sophomore and junior classes. Credits earned are transferable at the discretion of Middlebury College. Transfer students are eligible to apply for financial aid.

Advanced Placement

Students wishing to receive college credit for work done while in secondary school may do so through the Advanced Placement Program sponsored by the College Board or by successful completion of an International Baccalaureate program. Advanced Placement scores of 4 or 5 and IB or Higher level scores of 5, 6, or 7 are often awarded credit by Middlebury College. Although college-level courses taken as part of a secondary school program are not normally accepted for transfer, a student taking college-level courses that do not receive secondary school credit may apply for transfer credit.

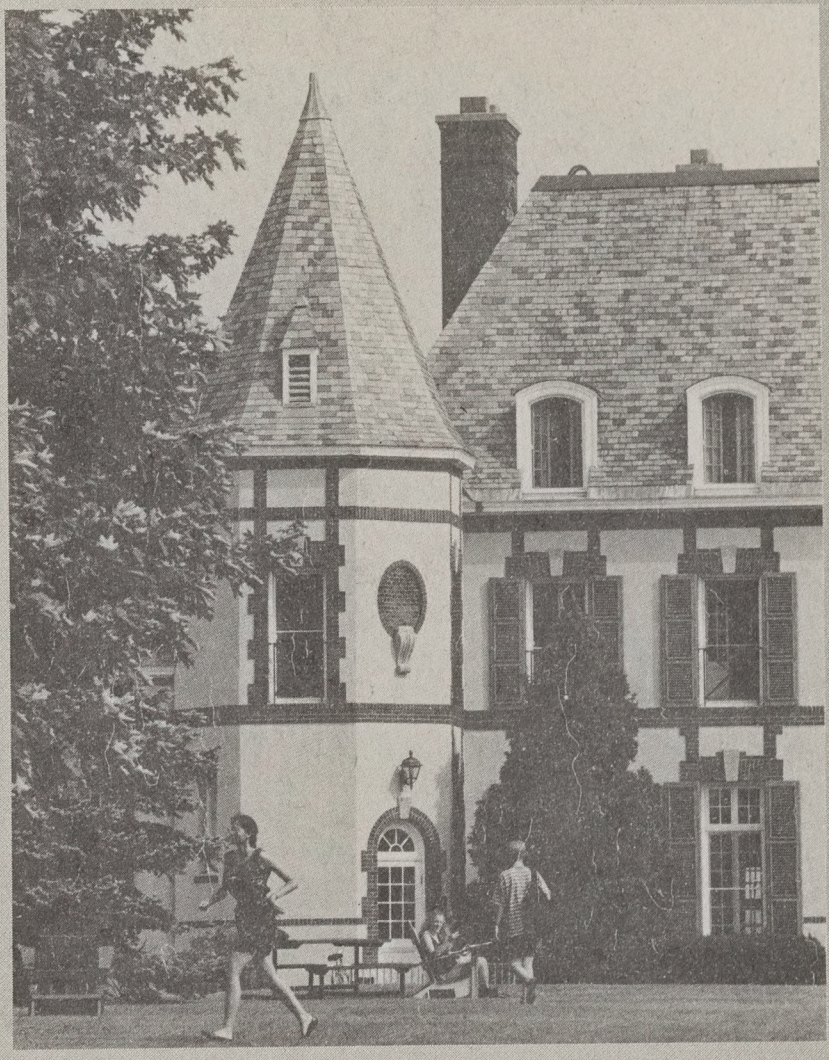
Admission Information

Those wishing additional information about undergraduate admission may contact:

Admissions Office
The Emma Willard House
Middlebury College
Middlebury, VT 05753-6002

Telephone: (802) 388-3711, ext. 5153
[plus, after 8/19/96, 802/443-3000]

Fax: (802) 388-0258
[after 8/19/96, 802/443-2052]



SECTION II
ACADEMIC PROGRAMS

CURRICULUM

The purpose of the liberal arts curriculum is to give every student a detailed knowledge of at least one subject, and to correlate it with a broad understanding of the liberal arts. To achieve the scholarship that this objective implies, students work intensively in one or more departments and complete requirements and electives in fields outside of their specialization.

Middlebury College confers one undergraduate degree, Bachelor of Arts. It also confers the graduate degrees Master of Arts, Master of Letters, Master of Science, Master of Modern Languages, and Doctor of Modern Languages.

UNDERGRADUATE WORK

Course Load

A student's academic work at Middlebury College is calculated by courses successfully completed. The typical program of study is four courses in each of the fall and spring terms. Sophomores and juniors may register for five fall or spring term courses only with specific approval of their advisers and the dean of students. Normally, this permission is granted to students who have maintained an average of B or better in the two preceding terms. Seniors may register for five courses without permission. Students registering for a fifth course may do so only during the drop/add period. The comprehensive fee remains unchanged for a three-, four-, or five-course program. Students may take no fewer than three courses per term without permission of the Administration Committee to become special students. In the winter term, students select one course of concentrated study.

All entering first-year students must register for a first-year student seminar in their first semester at Middlebury. Students select the remainder of their first-term program in consultation with their advisers. Final registration for courses occurs after students have attended informational sessions on the various departmental offerings and have taken appropriate placement tests. The College Board's Advanced Placement tests may qualify a student for either credit or advanced standing in a course sequence or both. Determination of credit and/or standing is the prerogative of the academic department. Detailed information on the determination of advanced placement credit is provided in the registration booklet distributed to entering students.

Auditing

With advance permission of the instructor, a regularly enrolled student may audit classes. The instructor establishes the conditions under which the student may audit. A student may request "official audit" status, in which case the course will be recorded on his or her transcript with "audit" noted by the course number. In order to obtain official audit status, the student must make a request to the instructor, and they must agree in writing on the conditions of satisfactory completion. In no case may the student receive credit for auditing.

Nonstudents may audit courses only with the permission of the instructor and the vice president for academic affairs or his/her designate. In such cases official audit status is not possible.

Change of Course Registration

During the first two weeks of the fall and spring terms, course changes may be made if the student obtains the signatures of his or her adviser, the instructor of the course into which he or she wishes to change, and the instructor of the course he or she wishes to drop. With the signatures of his or her adviser and the instructor of the course, a student may withdraw from a course without penalty until the end of the fifth week of the term, except for first-year students, who have until the end of the seventh week of the term. The dean of students may permit a student to withdraw from a course without penalty for exceptional personal or medical reasons.

ACADEMIC STANDARDS AND REGULATIONS

The College makes available to students copies of the Middlebury College Handbook, containing detailed information about policies and regulations for enrollment, fee refunds, attendance, scholarship, examinations, athletics, student activities, and other topics. Since these policies are subject to change, they are not considered contractual. All students are responsible for knowledge of and compliance with current College regulations.

The College reserves the right to exclude at any time students whose conduct or academic performance is judged undesirable by appropriate administrative authorities without assigning any further reason. Neither the College nor any of its officers shall be under any liability whatsoever for such exclusion. In such cases, the fees that are due or may have been paid in advance will not be refunded or remitted, in whole or in part.

Grades

When students enter Middlebury College, they become members of an academic community that makes its demands and measures its achievements not so much in terms of time as in terms of tasks accomplished. Though required to register for a certain number of courses each term, the students' commitment to their education will undoubtedly involve many more hours a week in reading, laboratory work, and preparation for classes than in attending classes.

Instructors report final course grades to the dean of students and not directly to students. Students are responsible for keeping parents informed of their standing and progress. Notices of academic probation and second course warnings are sent to parents. Final grades are sent to students' campus boxes and to parents at the home address at the end of the fall term. At the end of the spring term, grades are sent only to the student at the home address.

Grading and Ranking System

Grades are recorded as A, B, C, D, and F. Plus and minus designations are used only with A, B, and C. D is a probationary grade that, while recording a minimal pass, is regarded as unsatisfactory performance. F notes failure. The numerical equivalents of grades are A+ and A, 4.0; A-, 3.7; B+, 3.3; B, 3.0; B-, 2.7; C+, 2.3; C, 2.0; C-, 1.7; D, 1.0; F, 0. Based on their grades, students earn the following rankings:

College Scholar: Grade point average of 3.6 with no grade lower than B- for students taking four or more courses

Dean's List: Grade point average of 3.3 with no grade lower than B- for students taking four or more courses

Probation: 2 Ds
1 D and 1 F
D or F in winter term
1 D or 1 F for students completing only three courses in term

Failure: 3 Ds
2 Fs
1 F and 2 Ds
2 Ds or 1 F while on probation
D or F in winter term while on probation
Three times on probation
1 F and 1 D, or 2 Ds, or a second successive term on probation for students completing only three courses in term

First-year students receive some leniency in recognition of their adjustment to college.

Probation: 2 Fs and 2 Cs or better at the end of the first term
Ds and 1 C or better at the end of the first term

Failure: 2 Ds and 1 F
3 Ds or 2 Fs for students completing only three courses in term

Honor System

Before enrolling at Middlebury College each student must agree to abide by the Honor System. This agreement is a condition of matriculation. Under the Honor System all quizzes, preannounced tests, and final examinations are unproctored, and at the conclusion of the examination the student writes and signs on the examination booklet the following statement: "I have neither given nor received unauthorized aid on this examination."

All violations of the Honor System come under the jurisdiction of the Judicial Council, which is student managed. Anyone who observes an infraction should report the offense to the office of the dean of students. Any infraction of the Honor System is punishable by penalties up to indefinite suspension from the College.

Academic Honors

The College recognizes superior academic achievement in the following ways.

Honorary Appointments: The faculty makes honorary commencement appointments: to the senior attaining highest rank, the appointment of valedictorian; to the second in rank, the appointment of salutatorian. Transfer students are not eligible for these appointments.

Phi Beta Kappa: The Middlebury Chapter of Phi Beta Kappa Society is the Beta Chapter of Vermont, established in 1868. Faculty members of the chapter elect students to membership at the beginning or end of the senior year based on outstanding academic achievement during three or four years' work at Middlebury. Students graduating from Middlebury who have transferred from other colleges may be elected on the basis of at least two years' work at Middlebury.

Commencement Honors: Commencement honors are awarded for high scholastic rank. Graduation honors are *summa cum laude, magna cum laude,* and *cum laude.*

Prizes, Scholarships, Fellowships: A number of awards providing honorary or financial recognition of academic achievement have been established.

Some of these awards are granted during the student's undergraduate career. Others provide assistance for graduate work.

Departmental Honors Program: Students may be eligible for departmental honors upon graduation if they meet certain standards established by the College and the individual department. Honors work usually requires a special project such as a thesis. Honors are listed on the commencement program and will be confirmed, when requested, by a written certificate from the director of undergraduate records and the chair of the department, stating the nature and quality of the work done.

Transfer of Credit

Students may transfer course credits from other institutions only at the discretion of Middlebury College. Before taking courses elsewhere, a student enrolled at Middlebury should prepare a "Transfer of Credit" form, requiring approval by the student's major department chair, the student's adviser, and the dean of students. Acceptance of credit toward the Middlebury degree is contingent upon receipt of this form by the dean of students and of transcripts from approved educational institutions. Transcripts must be official and sent directly from the institution granting credit. Grade reports and unofficial or hand-carried transcripts are not acceptable.

To receive credit the transfer course should normally be above the introductory level at the institution attended and carry at least three semester-hour credits or five quarter-hour credits. Only courses with a grade of C- or better may be transferred and applied toward the Middlebury degree. These transfer credits, as well as advanced placement credits, may be used to make up failures, excess D credits, and other deficiencies in the student's record; they may be used to fulfill distribution requirements only if specifically approved for that purpose by a Middlebury academic department and/or the Curriculum Committee. Normally, students will not receive Middlebury College credit for junior college courses taken during their junior or senior years. College courses taken in high school applied toward a high school diploma or in a college/high school cooperative program are not transferable.

In evaluating entering transcripts of transfer students, the College grants year-for-year equivalence for students who followed a B.A. program at another accredited four-year college, regardless of the academic calendar followed. Failing grades and Ds at other colleges are not transferable. Transfer students' work will be evaluated on a course-by-course basis to determine the fulfillment of Middlebury departmental and College requirements. The major European examination certificates, such as the French Baccalaureate, International Baccalaureate, Swiss Maturité, Artium Examination, British A levels, and German Arbitur, are normally considered to have a value of one full academic year if students receive scores that indicate excellent performance. Students who receive such credit may not then receive credit for Middlebury introductory courses in subjects covered on the examination.

Special Students

With departmental approval, Middlebury students may apply to the Administration Committee for special student status in cases of illness or when they need only one or two courses to graduate. Special students are charged by the course and ordinarily may not live on campus.

Adjunct Students

A small number of students, primarily foreign nationals, may be admitted as nondegree students. They may take as many or as few courses as desired and may decide whether or not they will receive grades. They pay the full comprehensive fee. The Administration Committee will admit them and oversee their programs.

Veterans

The dean of students will consider any special curricular problems of veterans and grant waivers to the usual requirements when circumstances involve such factors as health, extended interruption of education, and family responsibilities.

Motor Vehicles

All students with valid driver's licenses are permitted to have or operate a motor vehicle. All vehicles must be registered with Campus Security and parked in assigned lots.

DEGREE REQUIREMENTS

In the spring of 1993, the Middlebury College faculty approved substantial changes in the general education requirements for the degree Bachelor of Arts. The new requirements are mandatory for all students beginning with the Class of 1998 and are voluntary for students in the Class of 1997 who choose to earn their degrees according to the new requirements.

Under both the new and the old systems of degree requirements, students must complete a major. In addition, both systems require each student to complete a first-year student seminar, a second writing intensive course by the end of the sophomore year, and two units of physical education. Under the new degree requirements, all students must complete a seven course distribution requirement based on content categories and a three course cultures and civilizations requirement. Students following the new degree requirements may choose to complete a voluntary minor. Under the old degree requirements, all students must complete an eight course distribution requirement based on departmental groupings. The old degree requirements also include a four course concentration requirement. Details of the two programs follow below in the sections "New Distribution Requirement" and "Old Distribution Requirement."

Major

Students must choose a major no later than the end of their third semester at Middlebury. Some highly structured programs, particularly those involving study in the foreign languages or the natural sciences, are facilitated by a declaration of major by the end of the second semester. In registering for the major program, the student normally consults the chair of his or her chosen department or program. The chair or another member of the department or program serves as the student's major adviser for the student's subsequent years.

In addition to specific courses required for a major, cognate courses may be recommended to further the student's particular academic interests or intentions. Departments offer different programs of senior work adjusted both to the nature of the field and to the student's needs. A department may offer the equivalent of as many as three units of senior work outside the regular course pattern. This senior work may consist of independent study and/or general examination, a senior seminar, or a senior course. Students should consult the descriptions of senior work under each department or program for details. The senior work courses may be distributed over fall, winter, and spring terms. For a joint major involving two or more departments, a single program of senior work may be required. Details should be worked out with the department chairs involved.

Should students not be satisfied with their first choice of major, they may, before the beginning of the third year, change to another major. Prior to the change, however, they should obtain assurance from the department to which the change is contemplated that they will be able to meet its major requirements. To complete a change in major, a "Major/Adviser Change Form" must be obtained at the office of the dean of students, completed, and returned to that office. After the beginning of the third year, students may change majors only for exceptional reasons and with the consent of the dean of students.

Specific course requirements for each major are listed under the department or program involved. A minimum of 10 fall and spring term courses must be completed in the major. The official majors offered at Middlebury College are:

American Civilization
American Literature
Art
Biology
Chemistry and Biochemistry
Chinese
Classical Studies
Classics
Computer Science
East Asian Studies
Economics
English
Environmental Studies
French
Geography
Geology
German
History
Independent Scholar
International Major
International Politics and Economics
Italian
Japanese
Literary Studies
Mathematics
Molecular Biology and Biochemistry
Music
Philosophy
Physics
Political Science
Psychology
Religion
Russian
Russian and East European Studies
Sociology-Anthropology
Spanish
Theatre, Dance, and Film/Video
Women's Studies

Joint Major: Joint major programs combine portions of two of the disciplines in the above list, arranged on an individual basis with the cooperation and approval of the departments concerned. These joint majors are official after the required program is approved by an adviser from each department and filed in writing with the dean of students, detailing how the minimum combined total of 14 fall and spring courses will be met. A senior program must combine both majors and be agreed upon by the departments involved.

Double Major: In this program the student fulfills the complete major requirements of two departments. An adviser from each department is required.

International Major: The international major consists of a nonlanguage and nonliterature discipline and includes a specified number of advanced courses in that discipline taken at one of the Middlebury Schools Abroad or an approved equivalent. It satisfies the major and concentration requirement. Beginning in June 1995, a new, three-year international major joined the curriculum. Combining study in a discipline with language study, a few very focused students may study two summers and three academic years, working at the Vermont Middlebury campus and an approved foreign campus, to earn a Bachelor of Arts degree.

Independent Scholar: Outstanding students with clear educational goals that cannot be fulfilled within the framework of normal departmental requirements may plan their own curricular programs with the assistance of a faculty adviser. They submit their programs to the Independent Scholar Committee for review and approval.

First-Year Student Seminars and College Writing Courses

First-year student seminars are thematic courses with an intensive writing component that approach an area of intellectual inquiry from a perspective which attempts to make connections among a number of the traditional disciplines. All entering students will register for one first-year student seminar. The instructor of this seminar will be the first-year faculty adviser for all the students enrolled in the course. First-year student seminars typically do not satisfy departmental major requirements.

After completing a first-year student seminar, every student must elect within the next three semesters at least one course designated as a College writing course. A College writing course taken concurrently with a first-year student seminar does not satisfy this requirement. For a listing of the College writing courses offered in 1996-97, see the "College Writing Program" section of this catalog.

Physical Education Requirement

Each student must complete two physical education units unless excused by the Administration Committee. Students may use participation on varsity and junior varsity intercollegiate teams as a way of satisfying the physical education requirement. No more than one of the two physical education credits may be earned from participation in a single sport. Two-sport athletes may satisfy both physical education credits through participation on varsity and junior varsity intercollegiate teams. Beginning with students in the Class of 1999, the requirements must be completed by the end of the sophomore year. The physical education requirement may be completed without charge, although there are fees for some optional courses (for example, karate, scuba diving, riding, alpine skiing, and cross-country skiing).

NEW DISTRIBUTION REQUIREMENT

To fulfill the new distribution requirement all students in the Class of 1998 and subsequent years must take at least one course in seven of the eight academic categories described below. A single course may be cross-listed in at most two categories. However, a student may count a single course for at most one category requirement. Courses that count toward the major and the minor may be used to satisfy distribution requirements. Winter term courses, first-year student seminars, and College writing courses may also be used to satisfy distribution requirements.

Academic Categories

1. Literature: Literature has been a central form of expression for many societies. Analysis and appreciation of literary text give students insight into the minds and lives of other human beings—both their own cultural predecessors and people of different traditions—and into the process whereby human experience is imaginatively transformed into art. By studying literature in English and in other languages, students also sharpen their ability to express their own ideas with grace and precision.

2. The Arts: The understanding of the history, theory, and practice of the arts is an integral part of a liberal arts education. Courses in this category emphasize either the creative process through the

making and performing of works of art (ranging from paintings and sculpture to plays, dances, creative writing, film/video, and musical compositions) or the place of such works of art within a particular historical, cultural, or aesthetic context.

3. Philosophical and Religious Studies: Courses in this category examine philosophical systems and religious traditions from a variety of viewpoints, including analytical, systematic, historical, sociological, anthropological, and phenomenological perspectives. Some courses deal with specific philosophical problems or theological issues; others trace the history of philosophy or of religious traditions; still others examine philosophical schools of thought or religious traditions during specific periods of history.

4. Historical Studies: History is that branch of knowledge that seeks to account for the diverse ways in which human beings in different cultures and societies have all responded to temporal change. Courses in this area study the development of societies and cultures over time.

5. Physical and Life Sciences: Courses in this category study inductive and deductive processes of science. Emphasis is on the methods used to gather, interpret, and evaluate data critically, and the placement of this information into a larger context. Fundamental principles of each discipline are discussed in a manner that illustrates the evolving relationship of science, technology, and society.

6. Deductive Reasoning and Analytical Processes: Courses in this category deal with one or more of the following: (a) basic principles of reasoning and the axiomatic method; (b) statistical methods for analyzing and interpreting data; (c) key mathematical concepts; and (d) abstract symbolic manipulation or reasoning.

7. Social Analysis: This category deals with the analysis of the individual in society. Courses involve the systematic study of human behavior and the processes and results of human interaction through organizations and institutions, both formal and informal. Social analysis can be undertaken from a variety of perspectives: inductive (using data to make generalizations about human behavior), deductive (using principles to search for and develop new theories), and normative (using values to recognize important questions and evaluate alternative answers).

8. Foreign Language: Speaking, listening, reading, and writing in a language other than one's own exercise and expand the mind. Because of the close interdependence of language and culture, study of a foreign language helps one gain insights into other societies and ultimately one's own. Courses in this category include those taught in a foreign language or focused on texts in a foreign language.

Cultures and Civilizations Requirement

All students are required to complete a cultures and civilizations requirement consisting of (1) one course focusing on some aspect of the cultures and civilizations of the United States; (2) one course focusing on some aspect of European cultures and civilizations; and (3) one course focusing on some aspect of cultures and civilizations other than those of Europe and the United States.

A single course may be listed in only one of the three categories above. A student may count the same course toward a distribution requirement and the cultures and civilizations requirement. Courses that count toward the major and the minor may be used to satisfy the cultures and civilizations requirement. Winter term courses and first-year student seminars may also be used to satisfy the cultures and civilizations requirement.

Advanced placement credits may be used to satisfy distribution and/or cultures and civilizations requirements only if those credits are treated by the departments concerned as the equivalent of a course in the Middlebury curriculum that may be used to satisfy a distribution and/or cultures and civilizations requirement. No more than two distribution and/or cultures and civilizations categories may be satisfied with advanced placement credits.

Minors

Students pursuing the new degree requirements may elect to complete one or more minors. Minors will be governed by the following guidelines:

- Minors will consist of four to six courses, at least one of which is at an advanced level.
- Departments and programs may designate configurations of courses which will constitute a minor (or minors) for that department, program, or major.
- Faculty may design interdepartmental minors in those areas of the curriculum in which a major is not offered.
- Students who elect to complete a minor are strongly encouraged to do so before their senior year.
- No minor will be accepted after registration for a student's final semester.
- Minors will be listed on students' transcripts.

OLD DISTRIBUTION REQUIREMENT

This degree requirement applies to those students in the Class of 1997 who have not elected to fulfill the new degree requirements.

Each student must complete a distribution requirement consisting of a minimum of two courses in each of the four departmental groupings: humanities, natural sciences, social sciences, and foreign languages/area studies. The humanities grouping includes courses in the departments of American literature and civilization; art; English; music; philosophy; religion; and theatre, dance, and film/video. The natural sciences grouping includes courses in the departments of biology, chemistry and biochemistry, geology, mathematics and computer science, and physics. The social sciences grouping includes courses in the departments of economics, geography, history, political science, psychology, and sociology-anthropology, and the program in teacher education. The foreign languages/area studies designation includes courses in the departments of Chinese, classics, French, German, Italian, Japanese, Russian, and Spanish; courses in the East Asian studies program; courses in the Russian and East European studies program; and courses in the social sciences grouping on Latin America.

Courses in the major and the concentration, as well as writing intensive courses, may be counted toward the distribution requirement. Since the fall of 1991, first-year student seminars do not count toward this distribution requirement. No student may count a course toward distribution requirements in more than one area.

Courses accepted for credit toward Middlebury graduation requirements, including transfer courses and advanced placement credits, may count toward the distribution requirement provided they fall within the curriculum of one of the four academic divisions. At least one course counting toward the distribution requirement in each of the four areas must be completed by the end of the sophomore year.

In the foreign languages grouping, students choosing a course in East Asian, Russian and East European, or Latin American area studies in partial fulfillment of the requirement must still take at least one course in the foreign languages division. The distribution requirement may not be fulfilled by FR 101 or 102 or SP 101, 102, 103, or 201. Students may count either SP 219 or 220, but not both, toward partial fulfillment of the requirement. In addition to foreign language courses offered in the departments of Chinese, classics, French, German, Italian, Japanese, Russian, and Spanish, the division of foreign languages offers a number of courses in English. See the individual department listings for a description of these courses and when they will be offered.

All regular term courses in the division of natural sciences except BI 111 may be counted toward the distribution requirement. Since January 1994, winter term courses that count toward this distribution requirement have been identified as such in the winter term catalog.

Concentrations

This degree requirement applies to those students in the Class of 1997 who have not elected to fulfill the new degree requirements.

A concentration consists of four or more courses unified by a general principle. It may be a departmental or interdisciplinary theme (e.g., African-American studies, environmental studies, Judaic studies, or women's studies).

A student's concentration must consist of courses outside the division of his or her major and must be approved by his or her major adviser before the end of the sophomore year. Courses that count toward a student's major requirement may not also be counted toward a concentration. The student may choose a concentration from those developed by departments and programs, or may choose a self-designed concentration, subject to departmental or program approval. One course in an interdisciplinary concentration may be in a student's major division, but that course must be outside his or her major department.

Students completing joint majors, double majors, or interdisciplinary major programs that cross divisional lines are exempt from the concentration requirement. Students completing international majors are exempt from the concentration requirement.

The divisions for the purposes of the concentration requirement follow.

Arts: art; music; theatre, dance, and film/video
Foreign Languages: Chinese, French, German, Italian, Japanese, Russian, Spanish
Humanities: classics, history, philosophy, religion
Literature: American literature and civilization, English
Natural Sciences: biology, chemistry and biochemistry, geology, mathematics and computer science, physics
Social Sciences: economics, geography, political sci-

ence, psychology, sociology-anthropology, teacher education

A list of approved departmental, program, and interdisciplinary concentrations will be distributed in a separate publication.

SPECIAL PROGRAMS

Premedical, Predental, and Preveterinary Programs

No specific major is required of students wishing to prepare for medical professions. The professional schools expect students to complete the following courses:

BI	195	Genetics and Evolution
BI	250	Organelles and Cell
CH	103	Fundamentals of Chemistry I
CH	104	Fundamentals of Chemistry II
CH	241	Organic Chemistry I
CH	242	Organic Chemistry II
MA	112	Calculus I
MA	113	Calculus II
PH	109	Newtonian Physics
PH	110	Electricity and Magnetism

One year of English

Some medical schools expect a student to have taken an additional course in organismic biology. Preveterinary students also need biochemistry (for example, CH 322) and may need to meet other specific biology requirements. Interested students should begin as first-year students to take biology, chemistry, and mathematics consistent with their backgrounds and abilities. All professional school requirements must be completed to prepare students to take the Medical College Admissions Test, usually by the end of the junior year. Interested students should get in touch with the premedical adviser, Professor Bob Osborne (psychology), soon after their arrival at Middlebury.

Early Assurance Premedical Program

Working in cooperation with a small group of medical schools (e.g., Dartmouth, Rochester, Tufts, University of Connecticut, and Medical College of Pennsylvania), Middlebury is able to offer exceptionally well-qualified students the opportunity for acceptance by a medical school at the end of their sophomore year. Candidates for early assurance should be absolutely sure they want to pursue a career in medicine, should be sure of the medical school they wish to attend, and must demonstrate clearly how the early assurance program will benefit them in a significant way. They should be active and productive in extra-academic endeavors, and their academic performance should be outstanding. Those who are selected as early assurance candidates will complete their Middlebury B.A. in normal course prior to entering medical school and, of course, will be expected to maintain high academic standards throughout their Middlebury tenure. For details, contact Professor Bob Osborne (psychology) as soon as possible.

Other Preprofessional Programs

Students may participate in other four-year, preprofessional programs that prepare them for studies in law, business management, engineering, nursing, forestry/environmental studies, architecture, and other disciplines. These students should register their interests as soon as possible and should periodically check their programs with special advisers in the following fields: law, Professor Murray Dry; business management, Professor David Colander; architecture, Professor Glenn Andres; engineering, Professor Frank Winkler; nursing, Professor Bob Osborne; forestry, Professor Stephen Trombulak.

Dual Degree Programs

Students may combine three years of study at Middlebury with further study at a professional school and qualify for both the Middlebury degree and the professional degree. Financial aid is not portable to these programs. These programs are possible with schools of law, business management, engineering, and nursing. With advanced degree professional programs (e.g., law, business management), if the student meets specific requirements at Middlebury, he or she is eligible for the Middlebury B.A. upon successful completion of the first year of study at the professional school. In programs in which the candidate earns a bachelor's level degree in the professional discipline (e.g., engineering, nursing), the student is eligible for the Middlebury B.A. when the professional school degree has been granted. In any case, the recommendation of the Preprofessional Committee to grant the Middlebury B.A. must be approved by the Administration Committee, the faculty, and the trustees before the degree is granted. The two types of programs are outlined below. Those interested should register their intentions with the appropriate faculty member named above and should consult frequently concerning details of the plans.

Formal Plans: Formal agreements for dual degree combined plans are in effect with a limited number of schools of business management and nursing. Candidates for these programs must complete three years of undergraduate study at Middlebury and must be screened early in the junior year by the Preprofessional Committee of Middlebury College. In the case of nursing, endorsement by this committee leads to automatic admission of the candidate to the professional school. Schools of business management normally serve as their own admitting agents and require the recommendation of the Preprofessional Committee.

Student-Initiated Plans: A well-qualified student can make arrangements to transfer after his or her third year at Middlebury to a certified school of law, engineering, nursing, or business management and become eligible for the Middlebury B.A. In these programs the candidate must make all the necessary arrangements for transfer, and he or she must gain acceptance by the professional school. The Preprofessional Committee will screen all such candidates, verify that the professional program is fully accredited, and determine whether or not all Middlebury requirements have been met. On the basis of this appraisal the committee will recommend or not recommend the candidate for admission to the professional school and for the Middlebury degree. Recommendation by the committee does not guarantee admission to the professional school.

Exchange Programs

Middlebury maintains exchange programs with several colleges, including Berea College and St. Mary's College during winter term and Swarthmore College during the fall and spring terms.

American Collegiate Consortium for East-West Cultural and Academic Exchange

Although this program may be limited by outside funding cuts, juniors may study via alternative programs at several universities in Russia and the other republics of the former Soviet Union. Because of the special challenges involved, interested students must begin Russian language study in their first year to be eligible. Participants must demonstrate Russian language proficiency at the advanced level (third year or higher). While in attendance at the foreign university, students will be expected to take courses both in their major and outside of it. Interested students should contact the Russian department.

Junior Year Abroad

Many opportunities are available for study abroad during the junior year. Interested students should discuss their plans early with their faculty advisers and their major department chairs.

Washington Semester Program

Selected students each year spend one term in the national Washington Semester Program administered by American University. Interested students should contact Professor Paul Nelson, political science. Financial aid is available for this program.

Williams College-Mystic Seaport Program in American Maritime Studies

As many as six Middlebury students a year may spend a semester studying maritime history, literature, and culture, as well as oceanography, at the nation's leading maritime museum.

SEA Semester

Yet another option available to Middlebury students is the SEA Semester at Woods Hole, Massachusetts.

WINTER TERM

During the month of January, students elect a single, intensive program of study. This program may involve independent projects or a course organized by a member of the faculty. Properly qualified students may participate in independent study under the direction of a faculty member, in internship programs involving significant exposure to the fundamental work of an established profession, or in student-led courses, which permit qualified students to construct a seminar on a topic approved and supervised by a member of the faculty. With the exception of first-year students, students may pursue independent projects and internships off campus during winter term.

Each fall the Curriculum Committee publishes a winter term catalog. A department may require its majors to take no more than one of its winter term courses, in addition to winter term senior work, during four years. Winter term courses are normally graded on an A to F basis; internships and student-led courses are graded credit or no credit; independent projects are normally graded on an A to F basis, but may be graded honors, pass, or fail. Students involved in introductory foreign language courses may be required to participate in a continuing program during the winter term. Seasonal options and opportunities in physical education continue through the winter term.

ACCREDITATION

Middlebury College is accredited by the New England Association of Schools and Colleges, Inc., a nongovernmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction.

Accreditation of an institution by the New England Association indicates that the school meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Middlebury College is also accredited by the Vermont State Department of Education.

COURSES OF INSTRUCTION

Course conflicts will be most easily avoided by taking courses in proper sequence. All courses are given as term courses with the exception of senior work (700 courses) and 500 courses in an honors program. These course numbers may signify ongoing work and in such event are graded S (satisfactory progress) or U (unsatisfactory progress). Winter term independent work (internships and independent projects) is numbered as a 600 course.

At the head of each departmental or program section, the major is described and the requirements for a major in that department or program are stated, together with recommended courses.

Prerequisites to a course are shown in parentheses. Courses not being offered in 1996-97 are bracketed. Abbreviations include lab, laboratory period; lect., lecture period; and disc., discussion period.

The following abbreviations are used to designate courses that satisfy the distribution requirement: ART, the arts; DED, deductive reasoning and analytical processes; HIS, historical studies; LIT, literature; LNG, foreign language; PHL, philosophical and religious studies; SCI, physical and life sciences; SOC, social analysis. The following abbreviations are used to designate courses that satisfy the cultures and civilizations requirement: EUR, European; OTH, other; USA, United States.

The College reserves the right, without further notice, to cancel any courses herein described, and to make any other changes in staff, fees, and courses which may be deemed necessary.

Spring term offerings listed for 1996-97 may be incomplete. Departments and programs may be consulted about the possibility of other courses. Information on winter term courses and first-year student seminars will be published and distributed separately.

COLLEGE WRITING PROGRAM

Director: Kathleen Skubikowski (assistant professor of English); *Visiting Instructor:* Mary Ellen Bertolini; *Lecturers and Tutors in Writing:* Barbara Ganley, Patricia Pack

Because the ability to express oneself clearly and thoughtfully in writing is integral to a liberal arts education, Middlebury is committed to a program of writing instruction across the curriculum. At all levels of instruction within courses in nearly all departments, writing is used as a tool for learning and for sharing knowledge. Because of this commitment to writing, all academic departments at the College participate in the College writing program, offering "writing intensive" courses.

During their first and second years, all Middlebury students are required to take at least two courses designated as writing intensive. The usual sequence for these courses is a first-year student seminar in the first semester and a College writing course, selected from a wide range of offerings, in the second, third, or fourth semester. College writing courses are designated (CW) in the catalog.

Some students may desire work on refining basic writing skills at the beginning of their college careers. They may elect to take a writing program course, WP 100 or WP 101 The Writing Process (see description below) concurrently with the first-year seminar or in their second semester. These courses do not satisfy the College writing requirement, but do provide an opportunity for extensive individual work on the student's writing skills.

All writers benefit from feedback on work in progress. At the Gifford Writing Center students can schedule individual tutorial sessions with experienced tutors trained to assist them at any phase of a writing assignment.

Transfer students should consult with the director of the College writing program to determine which of the writing intensive requirements

(if any) they have satisfied through course work at another institution. In general, matriculated students have to complete the courses for the College writing program at Middlebury.

WRITING PROGRAM COURSES

WP 100 The Writing Process (Fall)
A writing workshop designed for students who would like extra work on basic skills and for students for whom English is a second language. We will concentrate on the processes involved in writing: from free writing about a topic to creating and supporting arguments; from revising drafts to polishing a final version. Grammatical issues will be discussed. This course does not fulfill the College writing requirement. (Ms. Bertolini, Ms. Ganley)

WP 101 The Writing Process (Spring)
A continuation of WP 100. (Ms. Skubikowski)

WP 300 Writing across the Curriculum: Writing in the Arts (CW) (Spring)
This course is for students wishing to improve their analytical and creative writing skills by focusing their writing on the arts. The semester will be divided into two-week units on (1) the visual arts, (2) theatre, (3) film, (4) music, (5) dance, and (6) creative writing. We will attend exhibitions, performances, screenings, and readings; analyze the work of contemporary writers on the arts; write weekly reviews and responses, and biweekly analytical essays. The final creative project will be the production of an arts magazine. Professional writers in the arts, as well as practicing artists, will be invited to discuss their work with the class. (One 100-level course in the arts division, or permission of the instructor) (Ms. Ganley)

THE FIRST WRITING INTENSIVE COURSE: FIRST-YEAR STUDENT SEMINARS

For course listings, see "First-Year Student Seminar Program" registration booklet.

THE SECOND WRITING INTENSIVE COURSE: COLLEGE WRITING COURSES

After completing a first-year student seminar but before the end of the sophomore year, every student must elect at least one course designated as a College writing course (CW). A College writing course taken concurrently with a first-year student seminar does not satisfy this requirement. The College writing courses are designed to continue developing and improving the skills of written communication addressed in the first-year student seminars, and to introduce students to the methods of inquiry and the specialized discourse and forms of their major fields. They are taught in sections of limited enrollment and require extensive writing and revising, which are often carried through the process of revision. The College writing courses include discussion of both particular and general problems of writing and may include individual conferences on writing. Satisfactory completion of one of these College writing courses is a graduation requirement. Students who have completed one College writing course may elect a second, different course in the program, space permitting. Under exceptional circumstances, students may work with their instructor to create a special writing section for a course not listed as a College writing course to satisfy the requirement for a second writing course. This normally involves significant additional individual instruction on the writing process. Such special arrangements may only be made with the approval of the director of the College writing program. The details of the arrangements, including the approval from the program director, must be finalized before the end of the add period for the semester in which the special arrangement is being proposed.

COLLEGE WRITING COURSES FOR 1996-97

The courses listed below are among those that will satisfy the writing requirement in 1996-97. For full descriptions, see the entries under individual departments of instruction. For the particular sections of courses that are designated as writing intensive, consult the schedule of courses. Additional College writing courses are normally offered during the winter term. For a listing of these courses, consult the winter term catalog.

American Literature and Civilization
AL 103 Reading American Literature (Spring)
AC 103 American Lives: Written and Spoken (Fall)

Art
AR 104/SA 170 "Primitive" Art (Fall)

COLLEGE WRITING PROGRAM

Biology
BI 120 Key Issues in Genetic Engineering (Spring)
BI 360 Practical Cell Biology (Fall)
BI 370 Animal Physiology (Spring)

Chemistry and Biochemistry
CH 170 Chemistry for Citizens (Spring)
CH 270 Environmental Chemistry (Spring)

Chinese
CS 220 Modern Chinese Fiction in Translation (Spring)

Economics
EC 155 Introductory Economics (Micro) (Spring)
EC 350 Macroeconomic Theory (Fall)
EC 355 Microeconomic Theory (Spring)

English
EL 107 Journal and Essay (Spring)
EL 160 Expository Prose (Spring)
EL 170 Writing Poetry, Fiction, and Nonfiction (Fall, Spring)
EL 204 Chaucer, Shakespeare, Milton (Fall, Spring)

French
FR 255 Improving Writing in French (Spring)

Geography
GG 100 Geography: A Modern Synthesis (Spring)
GG 120 The Power of Maps (Fall)

Geology
GL 170 The Dynamic Earth (Fall)
GL 201 Bedrock Geology of Vermont (Fall)

German
GN 311 German Culture since World War II (Fall)
GN 313 How Grim Are the Grimm Brothers? Rereading Fairy Tales (Fall)
GN 403 From Weimar to Hitler (Spring)

History
HI 111 Early East Asia (Fall)
HI 112 Modern East Asia (Spring)
HI 203 United States History: 1492-1861 (Fall)
HI 204 United States History: 1861-1960 (Spring)
HI 228 Modern Middle East History (Spring)
HI 232 Modern China (Fall)
HI 236 The History of Modern Japan (Spring)
HI 247 Traditional Russia (Spring)
HI 285 Colonial Latin America (Fall)

Japanese
JA 320 Natsume Soseki and the Modernization of Japan (in English) (Spring)

Philosophy
PA 201 Ancient Greek Philosophy (Fall)
PA 354 Philosophy of Language (Fall)

Physics
PH 201 Relativity and Quantum Physics (Fall)

Psychology
PY 202 Research Methods in Psychology (Fall, Spring)

Religion
RE 290 Women's Religious Life and Thought (Spring)
RE 320 Seminar in Buddhist Philosophy (Fall)
RE 350 Seminar in Islam (Spring)
RE 360 Seminar in Jewish Thought: The Twentieth Century (Spring)
RE 370 Seminar in American Religious History (Fall)
RE 380 Seminar in Biblical Studies (Fall)

Russian
RU 152 Revolutionary Literature in a Revolutionary Society (in English) (Spring)

Sociology/Anthropology
SA 170 Anthropology through the Arts (Fall)
SA 308 Sociology of Religion (Fall)
SA 320 Ethnography of the Arab-Islamic World (Spring)
SA 332 Ethnography of Africa (Spring)
SA 335 Chinese Society and Culture (Fall)
SA 349 Mass Media and American Society (Spring)
SA 355 Race and Ethnicity (Fall)
SA 410 Sociology of Politics and Power (Fall)

Spanish
SP 300 An Introduction to the Study of Hispanic Literature (Fall, Spring)

Theatre, Dance, and Film/Video
TH/EL 218 Playwriting I (Spring)
TH/EL 240 Screenwriting Workshop I (Fall)

Writing Program
WP 300 Writing across the Curriculum: Writing in the Arts (Fall)

AMERICAN LITERATURE AND CIVILIZATION

Professors: Stephen Donadio, John McWilliams; *Associate Professor:* Brett Millier (chair); *Assistant Professors:* Karl Lindholm, Will Nash, Michael Newbury, Timothy Spears; *Visiting Instructor:* Holly Allen

The department offers two different majors, one in American literature and one in American civilization, each of which has its own set of requirements and its own director. The American literature major, directed by Professor Millier, provides an opportunity for the intensive study of American literature in the context of American history or of creative writing. The American civilization major, directed by Professor Spears, involves the study of a wide range of developments in American culture. Students who major in American civilization will ordinarily take courses offered by at least five different departments.

Students interested in pursuing studies in the department of American literature and civilization should choose one of the two majors by the middle of their sophomore year. Transferring from one major to the other is permissible so long as the student is prepared to meet the requirements for the new major.

AMERICAN LITERATURE

An American literature major is expected to develop an understanding of the nation's principal writers and literary movements as they have developed historically. Emphasis is upon the study of individual authors in the broader context of the development of American culture from its colonial origins to the present day.

Requirements for the Major: Fourteen courses for all majors, including AL 201, AL 202 and AL 203, AL 450, four other one-semester literature courses in the department, and the two seminars in the senior program. The remaining four courses may be fulfilled in one of two ways. Students pursuing the study of American literature in its historical context will take two courses in American history (one, if the student has AP credit) and two courses in a non-American literature (EL 204 and EL 213 are especially recommended). Students who wish to pursue a creative writing specialization may take any four courses in the creative writing sequences offered by the English department.

The senior program for American literature majors consists of a fall term seminar (AL 704) and a winter term review seminar culminating in a one-hour oral general examination. The oral examination is based upon a list of readings required of all majors.

Honors Program: Departmental honors are awarded on the basis of a senior thesis. To qualify as a candidate for honors, one must have had an average of B+ or better for all courses required for the major. During the spring of the junior year, in consultation with a faculty adviser and with departmental approval, the student will select a topic for independent investigation. During the senior year, he or she will take AL 700 (Senior Research) in the fall and spring semesters; theses are due in April. American literature majors who choose creative writing theses will be supervised by the faculty in creative writing.

There is a one-hour oral defense of the completed thesis. For analytical theses, one of the three examiners will ordinarily be from outside the American literature and civilization department. For theses in creative writing, at least one of the three examiners will be from within the American literature and civilization department. Students awarded an A on their senior theses will be eligible for Highest Honors, an A- for High Honors, and a B+ for Honors. Final graduation honors are determined on the basis of the thesis grade, a minimum of a B on the comprehensive examination, and an overall grade point average of at least B+ in all courses required for the major.

Minor in American Literature: Students may minor in American literature by taking the following five courses: AC/AL 150 or AL 103, AL 201 or AL 204, AL 202, AL 203, and AL 450.

College Writing Program
AL 103 and AL 104 (when offered) and two of the four sections of AC/AL 150 satisfy the College writing requirement.

AL 103 Reading American Literature (CW) (Spring)
This writing-intensive course will cultivate skills in the close reading of short stories and poems. We will concentrate on a variety of authors and think about matters such as narrative voice, the use of figurative settings, and the regional origin of particular kinds of writing. Writers may include Henry James, Flannery O'Connor, and Eudora Welty. Poets receiving particular emphasis will include Robert Frost and Wallace Stevens. (Mr. Newbury)

AL/EL 113 Visions of Nature (Fall)
See English department listings for description. **LIT** (Mr. Elder)

AL/AC 150 Introduction to American Literature and Civilization (CW) (Spring)
The course is organized around large issues in American culture, such as the myth of self-making, the frontier, kinds of civil war, modernization, and urbanization. The theme this year will be "growing up in America." Limited to 60 students. Two of the four sections will satisfy the College writing requirement. **LIT HIS USA** (Mr. Spears)

[AL 201 American Literature: 1620-1830]
Next offered in 1997-98. **LIT USA**

AL 202 American Literature: 1830-1865 (Fall)
A study primarily of the six authors who comprise the American Renaissance: Emerson, Thoreau, Hawthorne, Melville, Whitman, and Dickinson. Open to all majors in American literature and civilization. Limited to 70 students. (First-year students admitted only with instructor's permission during the first week of classes.) **LIT USA** (Mr. Newbury)

AL 203 American Literature: 1865-1940 (Spring)
A study of the major authors of the period, including Rebecca Harding Davis, Twain, James, Stephen Crane, Henry Adams, O'Neill, Anderson, Frost, Eliot, Stevens, Hemingway, Fitzgerald, and Faulkner. Open to all majors in American literature and civilization. Limited to 70 students. (Students in their first semester admitted only with instructor's permission during the first week of classes.) **LIT USA** (Mr. Nash)

AL 204 American Literature since 1940 (Spring)
A study of American poetry, fiction, nonfiction, and drama since the Second World War, including authors such as Heller, Nabokov, O'Connor, Malamud, Bellow, Gass, Morrison, Lowell, Bishop, Berryman, Albee, Shepard, and Didion. Open to all majors in American literature and civilization. Limited to 70 students. (Students in their first semester admitted only with the instructor's permission during the first week of classes.) **LIT USA** (Ms. Millier)

[AL/EL 217 Modern Short Story]

[AL 240 American Autobiography]

AL 260 American Women Writers (Fall)
This course will examine the development of American women's writing in the late 19th and early 20th centuries. Readings will include fiction and other writings by Addams, Chopin, Wharton, Austin, Gilman, Yezierska, Glaspell, Larsen, and Barnes. Our examination of women's texts will be linked to a number of historical contexts: the growth of coeducation and female professionalism; the development of movements for economic and social reform; ethnic, class, and racial diversification of the urban North; and the changing contours of American feminist politics. **LIT USA** (Ms. Allen)

[AL/LS 300 The Historical Novel]

[AL 301 The American Novel: I]

[AL 302 The American Novel: II]
Next offered in 1997-98.

AL 306 American Poetry: 1620-1920 (Fall)
A study of the formative voices of the American tradition of lyric poetry, including Edward Taylor, Anne Bradstreet, Edgar Allan Poe, William Cullen Bryant, Ralph Waldo Emerson, H.W. Longfellow, Walt Whitman, Emily Dickinson, Frederick Goddard Tuckerman, Stephen Crane, E.A. Robinson, and Robert Frost. (Ms. Millier)

[AL 307 Modern American Poetry]

AL 308 Topics in Recent American Poetry (Spring)
A study of American lyric poetry since the Second World War, with a focus on important collections by Robert Lowell (*Life Studies*), Sylvia Plath (*Ariel*), John Berryman (*77 Dream Songs*), A.R. Ammons (*Corson's Inlet*), and Adrienne Rich (*The Dream of a Common Language*). (Ms. Millier)

AL/EL 309 Contemporary Literature (IV)
See English department listings for description.

AL/EL 312 Modern Poetry (IV)
See English department listings for description.

AL/AC 330 Gothic, Ghosts, and Horror (Fall)
An advanced study of the gothic aesthetic in literary narratives, film, and architecture. We will study theories that attempt to explain the enduring place and social function of an aesthetic of the supernatural and of fright. Substantial reading in English and American literature, including Shelley's *Frankenstein*, Lewis's *The Monk*, and tales by Edgar Allan Poe. The course will end with contemporary writers and films that adapt the gothic to contemporary tastes. Some prior knowledge of the gothic novel is expected. Limited to 20. **LIT USA** (Mr. Newbury)

AL 340 Regionalism: The American South (Spring)
An examination of the modern South's rich cultural heritage—its regional distinctiveness, its ambivalent relationship to the past, and its complex racial dynamics—as represented in literature. Readings will span the 20th century, with special emphasis on the interwar years, when Southern writing flourished under the influence of modernism. Writers will include William Faulkner, Robert Penn Warren, Richard Wright, Zora Neale Hurston, Eudora Welty, Flannery O'Connor, and Walker Percy. **LIT USA** (Mr. Spears)

AL 355 African American Narrative (Fall)
An introduction to the major prose fiction of the African American literary tradition. Writers will include some or all of the following: J.W. Johnson, Hurston, Larsen, Toomer, Wright, Ellison, J.A. Williams, Reed, Morrison, Naylor, Wideman, and C. Johnson. **LIT USA** (Mr. Nash)

[AL 356 Slavery and the African American Literary Tradition]
Next offered in 1997-98. **LIT USA**

[AL 370 American Writing from Howl to Jazz]

[AL/WS 400 Women and Gender: Interdisciplinary Perspectives]
Next offered in 1997-98.

AL 450 Seminar in Major Authors (Spring)
Intensive study of a single author. Readings will include secondary sources. Required of all American literature majors. A lengthy term paper will be assigned. Author: William Faulkner. (Mr. Donadio)

AL 500 Special Research (Fall, Spring)
Individual research on a topic not covered in regular offerings. (Permission of the instructor) (Staff)

AL 700 Senior Research
Required of seniors who are candidates for departmental honors. In order to complete thesis requirements, students will take AL 700 during both semesters of their senior year. The thesis is due in April. (Staff)

AL 704 Senior Seminar (Fall)
Group discussion of selected works of American literature drawn from the required reading list for majors. Both oral presentations and written work will be required. (Mr. Nash)

Note: During winter term of their senior year, all American literature majors will take a review seminar culminating in an oral general examination to be held at the end of January.

AMERICAN CIVILIZATION

Majors in American civilization are expected to develop a broad awareness of a wide range of developments in the nation's cultural life. This major offers the possibility of an interdisciplinary approach to the study of American culture as that culture manifests itself in significant historical events, institutions, the arts, and general philosophical ideas and values.

Students are expected to achieve range and depth in their studies by completing specific courses in the various participating departments (see I below). They are further expected to integrate and focus their studies: first, through advanced work in a major field (see II) and, second, through the American civilization seminars and the senior essay or honors thesis (see IV).

Before deciding to major in American civilization, a student should seriously consider that an interdisciplinary major is likely to be more, not less, demanding than a major in a single discipline. No student should become an American civilization major simply because of a desire to take a few courses in many departments. The major requires the maximum number of courses that the College

allows. Initiative and self-direction are expected of students in the American civilization program, especially in planning their courses and in writing a senior thesis.

Mr. Spears is the director of the major in American civilization. Students seeking information or advice concerning the major should consult any member of the American literature and civilization department, or one of the following advisers: Ms. Bellows, Mr. Hart, Mr. Ralph (history); Mr. Pickus, Mr. Dry (political science); Mr. Ferm (religion); Ms. Mayer (geography); Mr. Perry, Mr. Grindon (theatre, dance, and film/video); Mr. Wilson, Ms. Pinder (art); Mr. Klyza (environmental studies); or Mr. Sasson (sociology). Students who major in American civilization are encouraged consistently to seek the advice of faculty outside of the department.

Note: Fifteen courses in the four categories listed below are required for the major. No more than two winter term courses may count toward the major, senior thesis work excepted. Since the program of study is interdivisional, students majoring in American civilization are not required to take a College concentration but may elect to minor in another department.

Requirements for the American Civilization Major

I. Courses required of all students (six courses)

1. HI 203 United States History: 1492-1861
2. HI 204 United States History: 1861-1960
3. AL 201 American Literature: 1620-1830
4. AL 202 American Literature: 1830-1865
5. PS 102 The American Political Regime
   or
   PS 104 Introduction to American Political Processes
6. AC 220 Topics in American Civilization
   or
   AC 330 Studies in American Civilization

Students who receive advanced placement credit in American history will be expected to substitute a 300- or 400-level American history course for HI 204.

II. Major Field (four courses)

In addition to the six required courses, students will choose four courses from a single department (e.g., art, history, political science, American literature) that pertain directly to American civilization. Students may also petition for approval of a self-designed major field. A self-designed major field, constructed either thematically or chronologically, must be approved by the end of the first week of the fall semester of the junior year.

III. Another Culture (two courses)

Students must select two courses that concern a single culture outside the United States (e.g., HI 404 Stalin and Stalinism and RU 152 Russian Modernism, or PS 223 Latin American Politics and SP 130 Latin American Literature). In considering topics for senior essays and senior theses, American civilization majors are encouraged to develop a topic that compares an aspect of life in the United States with the same aspect of life in another culture.

American civilization majors must fill out a form specifying the four courses in the major field, the two courses in another culture, and the two or three electives (see individual courses listed below for electives). This form must be approved by Mr. Spears no later than the fall semester of the junior year.

IV. Advanced Studies (three or four courses)

1. AC 400 Junior Seminar in American Civilization (Fall)
2. AC 700 Senior Essay (Fall)
   or
   Senior Honors Thesis (Fall, Winter)
3. AC 704 Senior Seminar in American Civilization (Spring)

Note: To qualify to write a thesis, a student must have had an average of B+ or better for courses taken to fulfill requirements for the major.

Minor in American Civilization

Students may minor in American civilization by taking the following courses: AL/AC 150 or AC 103, AL 201 or AL 202, AC 220, AC 330, AC 400 or AC 704.

College Writing Program

When offered, AC 103 and two of the four sections of AC/AL 150 satisfy the College writing requirement.

AC 103 American Lives: Written and Spoken (CW) (Fall)

An examination of the autobiographical impulse in American culture from Puritan captivity narratives to contemporary accounts of working class life and ethnic identity. Considering the often thin line that separates single author autobiography from

its oral counterpart, we will focus on the cultural and political issues at stake in telling life stories. Students will be asked to read supplementary critical essays and to talk and write about their own lives. Primary texts may include: Franklin, *Autobiography;* Douglass, *Narrative;* Sone, *Nisei Daughter;* Rodriguez, *Hunger of Memory;* Baker, *Growing Up;* Kingston, *Woman Warrior;* Spiegelman, *Maus;* and selected oral histories. **LIT HIS USA** (Mr. Spears)

AC/TH 130 Film Form and Film Sense (Fall)
See theatre, dance, and film/video department listings for description. **ART USA** (Mr. Grindon)

[AC/TH 132 The American Horror Film]
Next offered in 1997-98.

AC/TH 134 American Film Genres (Spring)
See theatre, dance, and film/video department listings for description. **ART USA** (Mr. Perry)

AC/AL 150 Introduction to American Literature and Civilization (CW) (Spring)
See American literature listing above for description. **LIT HIS USA** (Mr. Spears)

[AC/ID 210 Theological Motifs in American Culture]

AC 220 Topics in American Civilization: Telling a True War Story: Vietnam (Spring)
This course studies the experience of young Americans during the Vietnam War from 1964 to 1975. Against a background of political and military history, we will examine the personal drama and meaning of the war as expressed in literature, film, and individual experience, including the impact of the war on Middlebury College students. **HIS USA** (Mr. Lindholm)

[AC/TH 231 Film History]
Next offered in 1997-98.

[AC/TH 236 Television in American Culture]

AC/TH 238 Film Noir (Spring)
See theatre, dance, and film/video department listings for description. **ART** (Mr. Grindon)

AC 330 Studies in American Civilization: The Great Crash to the Good War (Spring)
This course will examine the tumultuous period in American history that began with the stock market crash and ended with the Allied victory in 1945. During this period of successive national crises Americans drew on a range of cultural resources to help them make sense of their changing social worlds. Cultural forms as diverse as radio comedy, proletarian fiction, and Hollywood melodrama will form the focus of this course. Readings will include fiction and poetry by Hughes, Walker, Olson, and Steinbeck, as well as historical works by Haskell and MacElvane. Screenings will include *The Gold Diggers of 1933* and *Meet John Doe.* **HIS USA** (Ms. Allen)

AC/AL 330 Gothic, Ghosts, and Horror (Fall)
See American literature listing above for description. (Mr. Newbury)

AC/AR 340 Home to Harlem: The Harlem Renaissance (Fall)
See art department listings for description. **HIS ART USA** (Ms. Pinder)

AC 400 Seminar in American Civilization (Junior Year): Popular Culture and the Rise of Mass Media (Fall)
The seminar will begin with a theoretical consideration of the 19th-century emergence of popular culture, the division between "high" and "low" culture, and the social forces that shape audiences and performers. We will then study literature, music, sporting events, film, and other forms of expression in the context of modern mass media and the entertainment industry. A final group project will make use of the World Wide Web. Attention will also be paid to the kinds of interdisciplinary inquiry demanded by the American civilization major. **LIT HIS USA** (Mr. Spears)

AC 500 Independent Study (Fall, Spring)
(Staff)

AC 700 Senior Essay/Senior Thesis (Fall, Winter)
For students who have completed AC 400. Under the guidance of one or more faculty members, each senior will complete research leading toward either a one-term, one-credit interdisciplinary senior essay or a two-term, two-credit interdisciplinary honors thesis on some aspect of American culture. Only

students who have a B+ average in courses taken for the major may write an honors thesis. The essay is to be submitted no later than the last Thursday of the fall semester; the thesis is to be submitted no later than the last Thursday of winter term. (Staff)

AC 704 Seminar in American Civilization (Senior Year) (Spring)
The topic for the spring of 1997 to be determined in the fall of 1996 by Professor Newbury and the senior AC majors. (Open to nonmajors with prior permission of instructor) (Mr. Newbury)

ART

History of Art and Architecture: *Professors*: Glenn Andres, John Hunisak, Christopher K. Wilson; *Associate Professors*: Cynthia Atherton, John Huddleston, Kirsten Powell; *Assistant Professor:* Kymberly Pinder (on leave spring term); *Visiting Instructors:* Pieter Broucke, Parker Croft; *Director*, Middlebury College Museum of Art: Richard Saunders

Studio Art: *Professors*: David Bumbeck, Jim Butler (on leave academic year), Eric Nelson; *Associate Professor*: John Huddleston; *Visiting Assistant Professor*: Suzanne Bocanegra; *Artist-in-Residence:* (to be announced)

Note: An administrative restructuring of the art programs is currently under consideration. For students entering the College in the fall of 1996, the art department curriculum is described below. All majors should note the changes in degree requirements. Students who entered the College before the fall of 1996 may choose to follow the degree requirements in the catalog of the year they entered Middlebury or as listed below. (Prospective students should consult the electronic catalog on the World Wide Web at http://www.middlebury.edu for updated information.)

HISTORY OF ART AND ARCHITECTURE

The program of the history of art and architecture at Middlebury College is dedicated to the idea that the study of the visual arts builds a rewarding framework for a liberal arts education. Our students study works of art and architecture as objects of intrinsic significance, as well as through their relation to the Western and non-Western cultures that produced them. Our goals are to provide students with a broad, general exposure to the history of art; to help students develop a familiarity with the formal properties of works of art and architecture; to help students develop critical and analytical tools for the study of the history of art and architecture; to encourage students to learn to ask meaningful questions about works of art by seeing them as manifestations of culture in a historical context; and to have firsthand experience with actual works of art and architecture.

Required for the Major, History of Art Emphasis: Two out of the following: AR 101 [formerly AR 190], AR 110, AR 111; an introduction to non-Western art (AR 103, AR 104 or any upper-level non-Western art course); an art studio course or AD 116; at least four additional courses in the history of art or architecture distributed among several historical periods or traditions and taken at a mix of levels above the 100 level. Work in the history of art or architecture at the 300 or 400 level is required of all art history majors before enrolling in AR 700 (fall of senior year). AR 710 (senior thesis, winter and spring terms) is required for honors. Students who choose not to do a thesis need one additional course in art history to complete the major. *Recommendation:* Graduate schools of art history and classical archaeology require students to pass reading examinations in two foreign languages.

Required for the Major, Pre-Architecture Emphasis. Two out of the following: AR 101 [formerly AR 190], AR 110, AR 111; a non-Western art history course; AR 209, AR 210; and two additional courses in the history of art (it is strongly recommended that these deal specifically with issues of architecture, urbanism, or contemporary art); two additional studio courses; and two terms of AR 730 (senior work), during fall and winter, in architectural design. *Recommendation*: Graduate schools of architecture expect candidates to have taken two semesters each of math and physics.

STUDIO ART

The studio curriculum offers a comprehensive educational experience to liberal arts undergraduates. Its overall objective is to train students to think, question, and make qualitative judgments about themselves, their world, and the culture they will inherit. A balanced faculty of professional artists is committed to close individualized instruction. We teach the techniques of drawing, painting,

printmaking, photography, and sculpture. Augmenting our core curriculum are semester courses offered by artists-in-residence. Studio art welcomes those who wish only to sample the experience of art making and those who desire a more in-depth study of the artistic process, as well as students who wish to commit themselves to studio art as a major in the liberal arts context.

Required for the Major, Studio Emphasis: AR 209 and AR 210 (Studio Art I and II); two art history courses selected from AR 101 (formerly AR 190), AR 103, AR 104, AR 110 (formerly AR 101), and AR 111 (formerly AR 102); plus eight additional courses in art, at least six of which must be in studio. Seniors who have demonstrated their ability to work independently may apply by portfolio review to do a year of senior work (AR 720, three course credits) culminating in a spring exhibition. Students enrolling in studio courses should be aware that typically there will be expenses for materials beyond those supplied by the art department. For estimates, consult the instructors of the courses you are considering.

Minors in Art:

1. Art history: One of the following: AR 101 (formerly AR 190), AR 110 (formerly AR 101), AR 111 (formerly AR 102); one course in non-Western art history; four additional art history courses at a level above 100.

2. Studio art: AR 209, AR 210, four courses at the 300 level or higher.

Honors: AR 710, AR 720 or AR 730, plus cumulative departmental average (including senior work) of 3.1 or higher. Categories of honors are based upon cumulative departmental averages as follows: 3.1 or higher, Honors; 3.5 or higher, High Honors; 3.7 or higher, Highest Honors.

Teacher Training: Students interested in teacher training in art should consult with the chairs of the teacher education program and the art department.

International Major: Required for the international major in art for students entering Middlebury before summer 1995: AR 101 (formerly AR 190), and AR 110 (formerly AR 101) or AR 111 (formerly AR 102); AR 700; two additional art history courses at least one of which relates to the art of the language country; two art history courses at a Middlebury School Abroad or an approved equivalent; senior thesis or one additional art history course and an advanced course in the language department. Minimum of eight or nine courses in art.

Beginning with the class entering in the summer of 1995, the structure of the international major has been streamlined to take advantage of Middlebury's summer language programs and enable international majors to complete the B.A. degree in two summers and three academic years. Students wishing to pursue international majors in art history should consult Professor Ronald Liebowitz, the international major adviser.

HISTORY OF ART AND ARCHITECTURE

AR 101 Monuments and Ideas in the History of Art (Fall, Spring)
Introduction to the study of western art history. Not a survey, but an in-depth investigation of selected art works, considered individually and in broader contexts. We will study buildings, paintings, and sculptures as chronologically distant as Stonehenge and as recent as the work of Keith Haring. (Formerly AR 190) **ART**
(fall: Mr. Hunisak; spring: Mr. Wilson)

[AR 103 Introduction to Asian Art]

AR 104/SA 170 "Primitive" Art (Fall)
An introduction to ethno-aesthetics and the traditional arts of small-scale, nonwestern societies. The course covers a number of different geographic areas and uses them to isolate general methodological issues. In addition to considering the obvious problem of why certain traditions have been wrongly labeled primitive, the course will address such topics as the depiction of the exotic, the role of the artist in other cultures, the uses of art in ritual, and the presentation of the self through art. One College writing section. **ART PHL OTH**
(Ms. Atherton, Mr. Napier)

AR 110 History of Art and Architecture Survey I: Ancient to Renaissance (Fall)
A comprehensive survey of western artistic expression ranging from the prehistoric period to the beginning of the Renaissance, this course chronicles the evolution in painting, sculpture, and architecture of the ancient Near East, the classical world, and medieval Europe. It is designed for those who wish to build a broad acquaintance with the major works and ideas of western art in their historical settings and to develop tools for understanding these works of art as aesthetic objects and as bearers of meaning for the societies, groups, or individuals that produced them. (Formerly AR 101) **ART HIS EUR** (Mr. Broucke)

AR 111 History of Art and Architecture Survey II: Renaissance to the Present (Spring)
A comprehensive survey of western artistic expression that chronicles the evolution in painting, sculpture, and architecture from the Renaissance and Baroque eras, through the Enlightenment and the Industrial Revolution, to the modern and postmodern 20th century. This course is designed for those who wish to build a broad acquaintance with the major works and movements of western art in their historical settings and to develop tools for understanding these works of art as aesthetic objects and as bearers of meaning for the societies, groups, or individuals that produced them. (Formerly AR 102) **ART HIS EUR** (Mr. Andres)

AD 116 The Creative Process
See interdepartmental courses for description.

AR 200 Renaissance Architecture (Fall)
A selective survey of Italian architecture from the inception of the great dome in Florence to the completion of that at St. Peter's in Rome. This course will examine the works of major 15th- and 16th-century masters (Brunelleschi, Alberti, Bramante, Michelangelo, Palladio), conceptual approaches (perspective, classicism, neo-platonism, mannerism), and centers (Florence, Milan, Rome, Venice) to understand their potency for their time and as models for architectural production ever since. **ART HIS EUR** (Mr. Andres)

[AR 201 The Dawn of a New World: The Painting and Sculpture of Renaissance Florence]

AR 202 Modern Art (Fall)
A survey of painting and sculpture from post-impressionism to the 1970s. In addition to study of the artistic development of major figures and movements, attention will be paid to the political, social, and literary contexts to which the masters of modernism belong. Emphasis will also be placed on artists' and critics' statements about developments in modern art. **ART EUR** (Ms. Powell)

[AR 203 Introduction to Indian Art: From the Indus Valley to the British Raj]

AR 204 Approaches to Islamic Art (Spring)
A survey of major expressions of Islamic art from the inception of Islam to the 17th century, from all parts of the Islamic world. This is not a traditional survey; rather, it focuses on key monuments and important examples of portable and decorative arts: mosques, tombs, palaces, manuscript illumination, calligraphy, metalwork, textiles, ceramics, etc. We will consider their meanings and functions in their respective socio-historical contexts, and we will also analyze the impact of patronage and region. We will try to understand what general principles unify the richness and diversity of Islamic art: what is Islamic about Islamic art? **ART OTH** (Ms. Atherton)

AR 205 Painting and Sculpture of Nineteenth-Century Europe (Spring)
During the 19th century, Paris was the capital of the art world, and the structure of this course will be based upon that central, undeniable fact. From the revolutionary 1780s until the Universal Exposition of 1900, we will consider 19th-century painting and sculpture primarily as a Parisian phenomenon, with detours to other countries and cultural centers whenever appropriate. **ART HIS EUR** (Mr. Hunisak)

[AR 207 American Painting: 1750-1900]

[AR 211 American Design]

[AR 212 Roman Architecture]

AR 213 Roman Art and Archaeology (Spring)
A chronological survey of the developments in architecture, sculpture, painting, and the decorative arts of Republican and Imperial Rome. Issues discussed will include the relation between public and private art, art in the service of social ideology and political propaganda, the impact of breakthroughs in technology and engineering, the artistic interaction between Rome and Greece, and the relation between center (Rome) and periphery (the colonies). Emphasis will be placed on the study of primary sources, both from ancient testimonia (readings from Pliny and Vitruvius) and material culture. **ART HIS** (Mr. Broucke)

AR 216 Art of the Middle Ages (Spring)
A survey of European art and architecture from the fall of Rome to the late 13th century. Among the topics to be discussed are Irish monasticism and its art forms; Romanesque art and architecture; and the great Gothic cathedrals of Chartres, Bourges, Paris, Reims, and Amiens. In addition to examining the structural principles of Romanesque and Gothic architecture, we will discuss the develop-

ment of medieval sculpture and iconography. Other topics to be considered are the design of stained glass windows, illuminated manuscripts, and late medieval tapestries. **ART HIS** (Mr. Wilson)

AR 218 History of Photography (Fall)
This course will consider the history of photography as a medium from its inception in 1839 to the present. We will focus on technological advances in photography, aesthetic developments, and the evolution of acceptance of photography as an art form. We will examine the use of photography in different genres, such as landscape, portraiture, and documentation. To illustrate our study, we will rely heavily on examples of photographs available in the College Museum. **ART USA** (Ms. Powell)

[AR 220 The Art of the City]

[AR 221 Greek Art and Archaeology]

[AR 222 Buddhist Art: The Journey of the Three Jewels]

[AR 223 The Classical Tradition in Architecture: A History]

[AR 224 Arts of Japan]

[AR 225 African-American Art, 1800-Present]

[AR 232 Arts of China]

AR 230 Modern Architecture (Fall)
A survey of the persons, monuments, aesthetic outlooks, and technology that shaped the course of European and American architecture from late 18th-century neoclassicism to late 20th-century postmodernism. We will examine the work of such figures as Jefferson, Ruskin, Richardson, Wright, Mies, Le Corbusier, and Venturi, and such genres as domestic design, public buildings, exhibition halls, and skyscrapers, as a basis for understanding our historic and contemporary architectural environments. (Formerly AR 301) **ART HIS** (Mr. Andres)

AR 250 Landscape into Art: Art and the Environment (Spring)
The course will study the ways in which artists have responded to the natural environment through their art. We will begin with the landscapes of the Northern Renaissance and the precise observations of 17th-century Dutch artists such as Rembrandt and Vermeer. We will look at the role of landscape in 18th-century concepts of the sublime and the birth of romanticism before focusing on the depiction of nature in the face of industrialization in the art of the impressionists and post-impressionists. Our course will conclude with considerations of landscape in photography and recent developments, such as earth art and site-specific sculpture. **ART EUR** (Ms. Powell)

AR 302 Baroque Art: Painting, Sculpture, and Architecture of Seventeenth-Century Rome (Spring)
During the period to be considered, Rome was the undisputed capital of the art world. From the vast projects of Pope Sixtus V to the death of Bernini, we will investigate the richness, diversity, and splendor of artistic creation under a church triumphant. **ART HIS EUR** (Mr. Hunisak)

[AR 303 Northern Renaissance Art, 1300-1600]

[AR 304 Northern Baroque Art]

[AR 305 Rome and Venice: Renaissance Painting and Sculpture]

AR 308 American Art after 1945 (Spring)
An investigation of the leading figures and movements in American modernism. We will consider developments in painting and sculpture from the Armory Show to the present, although special emphasis will be placed on the period between 1945 and 1980. Attention will be given to the theoretical issues that have influenced such directions as abstract expressionism, color field painting, pop art, assemblage, minimal art, photo- and super-realism, conceptual art, and other recent developments. **ART HIS USA** (Ms. Powell)

AR 312 Of Gods, Mortals, and Myths: Greek and Roman Painting (Fall)
Treating the Greco-Roman tradition as a continuum, this course presents a survey of the major monuments, artists, and developments in Greek vase painting from the geometric to the Hellenistic periods (black-figure, red-figure, white-ground techniques) and in Roman wall painting from the Republican period to the Late Empire (four Pompeiian styles and late-antique painting). Topics to be discussed include the development of pictorial narratives, the impact of technological breakthroughs, the invention of linear and atmospheric perspec-

tive, the problem of lost originals, and the relationship between literary and pictorial narration. **ART HIS EUR** (Mr. Broucke)

[AR 313 Japanese Art]

[AR 314 The American Landscape: 1825-1865]

AR 317 Chinese Painting (Spring)
A selective consideration of important topics and issues in Chinese painting from the Northern Song to the Qinq dynasties. Attention will also be given to developments in modern China. We will consider a variety of approaches to the material and will cover such areas as: theories and subjects of painting, social and historical contexts, patronage, and the role of the Chinese painter. We will also examine and critique traditional and contemporary methods of analysis, both Chinese and Western, employed in the construction of the history of Chinese art. We will also explore the similarities and differences between Chinese and Western painting and painters. **ART OTH** (Ms. Atherton)

[AR 321 Indian Art]

[AR 324 Middlebury as Microcosm]

[AR 325 Special Problems in Art History: African Art On and Off the Walls]

[AR 326 Biography of Artists as Art Historical Method]

[AR/TH 330 Film and Modernism in the Arts]
Next offered in 1998-99.

AR 335 Mystic Chords: The Art and Language of the Civil War (Fall)
This course will begin with a review of the major historical events of the Civil War. We will then study the conflict through the paintings and illustrations of Winslow Homer and Frederick Church. Their art will be studied from a number of perspectives, including the poetry of Walt Whitman, the sermons of Horace Bushnell, the photographs of Matthew Brady, and the political writings of Abraham Lincoln and Frederick Douglass. Particular emphasis will be placed upon the thoughts and attitudes of the common soldier as reflected in his diaries and journals. **ART HIS USA** (Mr. Wilson)

AR/AC 340 Home to Harlem: The Harlem Renaissance (Fall)
Between 1915 and 1935, New York City's Harlem exploded with literary, artistic, political, and economic activity that was not surpassed until the 1960s. This course will examine the Harlem Renaissance as a creative and cultural moment in American history that not only produced such important figures as Alain Locke, Langston Hughes, Zora Neale Hurston, Marcus Garvey, W.E.B. Du Bois, Louis Armstrong, and Aaron Douglas, but also greatly influenced future generations of black scholars, writers, and artists. We will study—through literature, political writings, music, and the visual arts—how the Harlem Renaissance affected America in the 20th century. **HIS ART USA** (Ms. Pinder, Mr. Nash)

[AR 336 Knickerbocker New York]

[AR 401 Seminar in Modern Art]

[AR 402 Seminar in Ancient Art]

AR 403 Seminar in Modern Architecture
An investigation of recent architectural trends beginning with the climactic work of Wright, Gropius, Mies, and Le Corbusier and following the developments and reactions that it inspired. The seminar will draw heavily on contemporary architectural theory and criticism in an attempt to achieve a historical overview of the period since World War II. Limited to 12 students. Those interested should consult with the instructor before registration. (AR 230 or AR 220) **ART HIS** (Mr. Andres)

[AR 405 Seminar in Baroque Art]

[AR 407 Seminar in American Art: Winslow Homer]

AR 408 But It's Not Real Art: Popular Arts in America, 1820-1945 (Fall)
A seminar examining "low" art, such as magazine and natural history illustration, advertisements, posters, political cartoons, comics, and other mass media. The question "Is this art?" will guide the course through various areas of inquiry about these pictures and their functions. The issue of permanence as a standard of worth and the popular arts' relationship with technology in the 19th and 20th centuries will be explored. We will also look at what role these works played in American culture, what audiences were targeted, and how these images in-

tersected with "high" art, such as painting. **ART USA** (Ms. Pinder)

[AR 409 Art Museums: Theory and Practice]

[AR 411 Issues in African-American Art]

AR 700 Methods and Theories in the Visual Arts (Fall)
This seminar course is geared to the needs of art history majors and is required of them. Our focus will be on the critical understanding of the range of methods employed in art historical research and writing. Through a series of readings and related projects, students will have the opportunity to develop expertise in art historical methodology; these will serve as preparation for senior thesis work. (Mr. Wilson)

STUDIO ART

AR 209 Studio Art I (Fall)
A complete and thorough basic drawing course. Mediums used will be pencil, charcoal, conte crayon, and pastel. Work will be done from observation and invention. Line, perspective, value, composition, and introduction to color will be discussed. Assignments will involve students not only with the formal and technical aspects of drawing, but also with the idea of drawing as an individual means of expression. No prior drawing experience is assumed or expected. Required of all art majors and minors. Junior and senior nonmajors will be wait-listed in the order of their requests at registration and places assigned to them after art majors have been accommodated. Each section limited to 20 students. **ART** (Ms. Bocanegra, Mr. Bumbeck, Mr. Nelson, Mr. Huddleston)

AR 210 Studio Art II (Spring)
A continuation of AR 209, which is split into two six-week segments. In the first segment we will introduce three-dimensional concepts with the media of clay, cardboard, plaster, and mixed materials. In the second segment we will introduce applied color theory through the medium of acrylic paint. One section of this course will substitute a video-making segment in place of the painting segment. Assignments will involve students with the idea of sculpture, painting, and video as means for individual expression. Required of all art majors and minors. **ART** (Mr. Huddleston, Mr. Bumbeck, Mr. Nelson)

AR 309 Painting (Fall)
Basic oil painting with the emphasis on structuring pictorial space in representational and nonrepresentational or abstract conceptions. Use of new and traditional media. Students will work with still life, landscape, and the human figure. Limited to 15 students. (AR 209 and AR 210) (Ms. Bocanegra)

[AR 310 Painting]
A continuation of AR 309.

AR 315 Printmaking (Fall)
Studio instruction in traditional and contemporary methods of intaglio printmaking. Critical emphasis on monochrome imagery augmented by extensive slide lectures providing the student with a thorough background in recent developments in the intaglio medium. Limited to 15 students. (AR 209 and AR 210) (Mr. Bumbeck)

AR 316 Printmaking (Spring)
Continued instruction in the intaglio medium, incorporating the collagraph method and the full range of color methods, including ink viscosity, multiple plate, and relief color printing. (AR 315) (Mr. Bumbeck)

AR 319 Sculpture (Fall)
An introduction to the fundamental principles and techniques of sculpture in both traditional and contemporary practice. Instruction will include modeling, mold-making, casting, and construction in wood, metal, and mixed materials in figurative and nonfigurative forms of expression. Limited to 15 students. (AR 209 and AR 210) (Mr. Nelson)

AR 320 Sculpture (Spring)
A continuation of AR 319. Students will pursue expression in three-dimensional form with a greater concentration in a specific area or through exploration of new techniques and concepts. (AR 319) (Mr. Nelson)

AR 327 Photography (Fall)
An introduction to the discipline. Exploration of traditional and contemporary photographic expression, including portraiture, landscape, street, and collage. Some study of the history of photography. Basic camera and darkroom techniques. Limited to 15 students. (AR 209 and AR 210; or two semesters of video production, TH 135, TH 235, Sight and Sound I and II) (Mr. Huddleston)

AR 328 Photography (Spring)
A continuation of AR 327. (AR 327)
(Mr. Huddleston)

AR 332 Problems in Studio (Spring)
To be announced. (Artist-in-Residence)

Guidelines for Independent Work in the History of Art and Architecture and Studio Art

1. Under no circumstances will anyone be allowed to register for AR 710, AR 720, or AR 730 unless his or her adviser's signature is on the official registration card. Advisers will sign cards only after a discussion concerning planned senior work. No change of advisers, topics, or projects will be allowed subsequently without signed approval of a student's adviser(s) and the department chair.

Senior work (a thesis in the history of art, architecture design, or a sustained studio project in one medium—painting, sculpture, drawing, or printmaking) can only be done in an area in which a student has already taken course work on the college level.

2. Independent projects (AR 510 or AR 520) can be undertaken only in areas in which students have done previous work on the college level and have demonstrated that mastery of the scholarly material or artistic medium is sufficient to justify independent study. In certain rare instances, exceptions to this rule will be allowed. For example, a student with sufficient art historical background who wishes to pursue an area of inquiry that is not covered in the normal curriculum might undertake an AR 510 project in preparation for senior work.

Administration of Approvals for Independent Work on the 500 Level

Each student must find an adviser to sponsor his or her project and submit a written proposal for consideration and approval by the entire art faculty. In the case of studio proposals, students must indicate their previous experience in the study of studio art, the precise nature of the project, and the work that will result from the semester's endeavor. For art history proposals, students must indicate previous art historical study, the precise nature of the problem they wish to investigate, a bibliography of works to be used in the study, and the kind of written work that will result.

All students enrolled in AR 520 or AR 720 must keep Tuesday evenings free for bimonthly critical sessions with the studio art faculty. These sessions are required, and no exceptions or exemptions can be made.

AR 510 Advanced Studies in Art History (Fall, Spring)
Supervised independent work in art history. (Staff)

AR 520 Advanced Studies in Studio (Fall, Spring)
Supervised independent work in studio. Studio independents are required to attend regular group critiques with the studio art staff and the other senior studio independents. (Staff)

AR 710 Senior Independent Study in Art History (Winter, Spring)
Research and presentation of a two-term thesis in a subject area of choice, but in which the student has a demonstrated competence. Optional for major; required for honors. (AR 700) (Staff)

AR 720 Senior Independent Study in Studio (Fall, Winter, Spring)
Three terms of supervised independent work. Admission by portfolio review and recommendation of resident faculty member. Culmination of independent work will be an exhibition. All senior studio art independents will meet for regular group critiques with the studio art staff and other senior studio independents. (Staff)

AR 730 Senior Study in Architectural Design (Fall, Winter)
This studio course emphasizes the thought and method of architectural design. Participants work exclusively in the studio space. We rely heavily on individual instruction and group review of the work. The subject matter and teaching method provide a good foundation for more advanced study in the areas of architecture, landscape architecture, and other fields related to the design of the built environment. Members of this studio will be involved in developing their insights toward cultural value systems and the expression of those values in the environment we create. (Mr. Croft)

BIOLOGY

Professors: Tom Root, George Saul (associate status), Stephen C. Trombulak (chair), Christopher Watters; *Associate Professor:* Sallie Sheldon; *Assistant Professors:* Matthew Dick, Grace Spatafora (on leave academic year); *Assistants:* Vickie Backus, H. Peter Wimmer

The mission of the biology department at Middlebury College is to provide students the opportunity to explore life, in all its complexity and diversity, within the tradition of the liberal arts. We are committed to excellence in our teaching and research programs. We are further committed to helping students as they acquire knowledge of basic facts and theories in biology. We strive to develop the students' ability to interpret critically this knowledge and to relate it to other subject areas in the liberal arts, to add to the body of biological knowledge through research, and to communicate their understanding to others both within and outside of the field. To achieve this mission the department must provide a suitable educational and research environment for both students and faculty. Therefore, the department has established the following goals:

1. To provide a comprehensive major
2. To place biological knowledge in context
3. To encourage active rather than passive learning
4. To improve student communication skills
5. To provide an effective system of student advising
6. To provide access to courses and resources in biology that meet the needs and demands of students and allow faculty and staff to carry out the mission
7. To provide opportunities for students to participate in faculty research

(Adopted December 8, 1995)

The biology major requires entry-level courses introducing students to modern theory and techniques in ecology (BI 190), in genetics and evolution (BI 195), and in cellular and molecular biology (BI 250). Students entering after the spring of 1996 are also required to complete at least one course in organismic biology from among BI 201 Invertebrate Biology, BI 202 Vertebrate Life, BI 203 Biology of Plants, and BI 310 Microbiology. The program is completed with seven elective courses within the department and four cognate courses from chemistry (excluding CH 170), computer science, geography (only GG 254, GG 256, GG 320, and GG 330), geology (excluding GL 104), physics (excluding PH 101, PH 105, and PH 155), mathematics, or psychology (only PY 208 and PY 301). *Most students intending to major in biology complete the core sequence and organismal biology requirement by the end of their sophomore year.* Students entering before the spring of 1996 should consult the catalog from the year in which they declared their major for specific departmental program requirements.

Departmental and cognate courses offered with laboratories must be taken with the laboratory to satisfy major or joint major requirements. At least five of the electives in the department must be chosen from those offered at the 200, 300, and 400 levels; the remaining two may include BI 500 or BI 600 Independent Study; BI 555 Advanced Summer Research; or one winter term course designated for major credit.

The department participates actively in the interdisciplinary environmental studies major. The department faculty also play a crucial role in the staffing and leadership of the joint biology/psychology major and the interdisciplinary major in molecular biology and biochemistry. The joint biology/psychology program is described in the psychology section. Joint major programs with other departments are available for students wishing to study aspects of two disciplines without taking all the courses prescribed for a major in either. Students interested in this option should consult with the chairs of both appropriate departments.

For good and sufficient reason, a student may take courses at another institution toward fulfillment of the major requirements. A maximum of three biology courses taken off campus may be credited toward the completion of the major (two toward the completion of a joint major). For all students (except those students transferring from another institution and thereby transferring course credits from that institution), transfer courses must be beyond the introductory level and may not include equivalents of BI 190, BI 195, or BI 250. When a course is offered at Middlebury with a lab or prerequisites, an equivalent off-campus course must also include a lab or prerequisites. *Each transfer course must be approved by the department chair prior to the enrollment of the student in the course.*

Students planning careers that require graduate or professional training (including medical, veterinary, and dental schools) should be aware that these schools often require familiarity with the subject matter in CH 103, CH 104, CH 241, CH 242, MA 112, MA 113, PH 109, and PH 110. Some graduate schools and medical school programs require additional courses in chemistry, math, and physics (see premedical program).

The department admits a limited number of graduate students as candidates for the degree of Master of Science. Degree requirements are listed separately under graduate programs.

Required for the Major: BI 190, BI 195, BI 250; one course from among BI 201, BI 202, BI 203, and BI 310; seven electives in biology (not including BI 120); and four cognates. Please see the description under the department of psychology for the requirements for a joint biology/psychology major.

Departmental Honors Program: Students with an average of 3.0 or better in departmental courses other than BI 500 and BI 600 may apply for admission to the department's honors program after one semester of independent study. Normally, honors research begins during the first term of a student's senior year (or during the preceding summer). Students interested in field research should talk with a faculty member *by winter term of their junior year at the latest.* All other prospective thesis students should consult with prospective advisers concerning possible honors projects *by spring term of their junior year at the latest.* Honors projects must be of at least two terms' duration and result in the production of a thesis, a public presentation of the research on which it is based, and an oral defense of the thesis before a committee of at least three faculty members by the published deadlines before the project may be considered by the department for departmental honors. High Honors are given to students who meet the general College requirements and who complete an outstanding independent project. A necessary, but not sufficient, condition for the awarding of High Honors is a grade on the thesis of at least B+.

Minor in Biology: The biology minor will consist of five courses. At least three of the courses must be from the biology core (BI 190, BI 195, and BI 250). The remaining two courses (at least one of which must be at the 300 level) must be from 200–, 300–, and 400-level courses in the department and should be related thematically.

Proficiency Examination: Well-qualified students may be exempted from BI 190, BI 195, and/or BI 250 by proficiency examination and thereby take other courses in the department for which these are prerequisites. Exemption does not result in course credit, satisfy the College's distribution requirement, or reduce the total number of courses required for the major, joint major, or concentration. Proficiency examinations normally are offered during the orientation weeks in September and February.

Advanced Placement Credit: The department grants advanced placement credit for a score of 5. Because the department does not offer any equivalent introductory course, advanced placement credit does not exempt the student from any of the published requirements for the major, minor, or joint majors, nor can it satisfy the College's distribution requirement.

See also major in molecular biology and biochemistry, as well as the section on special programs, including premedical, predental, and preveterinary requirements.

[BI 112 Biology, Pests, and Pest Control]

[BI 120 Key Issues in Genetic Engineering)

BI 190 Ecology (Fall, Spring)
How can some fish be frozen into the ice and still survive? A Vermont plant starts growth early in the spring by creating heat. What determines where species live, and whether their populations expand or decrease? This course for nonmajors and majors is an introduction to organisms in their environments, including consideration of physiological adaptations, behaviors, and reproductive strategies. We will look at how individuals affect members of their species. We will explore the diversity of interactions between species and their role in the organization of communities and why prairies are found in some places and forests in others. Not open to junior or senior biology majors. 3 hrs. lect., 3 hrs. lab. **SCI DED** (fall: Ms. Sheldon; spring: Staff)

BI 195 Genetics and Evolution (Fall, Spring)
This course will introduce cell structure, cell division, patterns of inheritance, molecular and chromosomal bases of variation and inheritance, and genetic control of enzymes. It will continue by focusing on the principles of population genetics and mechanisms of evolution, including natural and sexual selection, altruism and kin selection, genetic drift, and speciation. It will conclude with a brief introduction to phylogenetic analysis and a survey of the major patterns of organismal diversity produced by evolution. Laboratory/discussion sessions will include experimental work and observation plus discussions of problems and assigned reading. 3 hrs. lect., 3 hrs. lab/disc. **SCI DED** (fall: Staff; spring: Mr. Dick)

BI 200 Systematics (Fall)
Systematics endeavors to detect, describe, and explain genealogical patterns of organismal diversity. This course covers the principles of phylogenetic systematics, or cladistics. Topics include the history of systematics (Linnean classification, evolutionary

systematics, and numerical taxonomy); theory; character coding, weighting, and polarity; methods of phylogeny estimation, tree and character assessment; use of molecular sequence data; relevance of fossil taxa; vicariance biogeography; species concepts; and classification. The laboratory gives practical experience in collection of molecular and morphological systematic data, use of software for phylogenetic analysis, identification, systematic description, and classification. 3 hrs. lect., 3 hrs. lab. (Mr. Dick)

BI 201 Invertebrate Biology (Fall)
The study of the major invertebrate animals, which comprise more than 90 percent of all animal species and represent the most diverse approaches to life on earth. Animals, ranging from protozoans and worms through mollusks and insects, are collected from different habitats for both field and lab studies, with emphasis upon their ecology, evolution, behavior, and taxonomy. Specialized topics include regeneration, parasitology, sociality, and adaptations to fresh water, marine, and terrestrial habitats. Independent projects are completed by all students. 3 hrs. lect., 3 hrs. lab. (Mr. Root)

BI 202 Vertebrate Life (Spring)
We will explore the evolution of the vertebrate classes and the adaptations that allow them to live in almost every habitat on Earth. We will study the taxonomy, natural history, distribution, and morphology of each class and discuss how each group solves the problems of finding food, avoiding predators, and moving throughout the environment. Laboratory exercises will provide in-depth exposure to both vertebrate anatomy and general principles of vertebrate biology. Occasional field trips will introduce the local vertebrate fauna in their natural habitat. (BI 190 or BI 195) 3 hrs. lect., 3 hrs. lab. (Mr. Trombulak)

BI 203 Biology of Plants (Spring)
An introduction to botany with emphases on the nature of plants, the uses of plants by man, and plant growth and development. Organisms studied include mosses, ferns, conifers, and flowering plants. The laboratory is descriptive and experimental; it includes field work on and off campus. (BI 190 or BI 195 or permission) 3 hrs. lect., 3 hrs. lab. **SCI** (Staff)

BI 216 Animal Behavior (Fall)
The behavior of animals and humans studied from the perspectives of genetics, physiology, evolution, and other biological determinants. Following an introduction to the history and methods of animal behavior, the course examines individual and social behaviors such as feeding, courtship, mating, parental care, defense, and migration. We study live animals in the field and lab to illustrate such processes as instinct, learning, imprinting, and communication. Recent controversies about behaviorism, intelligence, and sociobiology are discussed, and students design their own research projects. 3 hrs. lect., lab arranged independently. **SCI** (Mr. Root)

BI 225 Human Genetics (Spring)
The analysis of family histories and the genetic structure of human populations, emphasizing the special analytical procedures that have been developed for situations in which family sizes are small and crosses cannot be controlled. Topics include analysis of patterns of inheritance in pedigrees and populations, gene structure and action, the use of molecular techniques, and the effects of changes in structure and number of chromosomes. Some laboratory periods will be used for experiments; others may be used for discussions and review of assigned problems. (BI 195 or permission) 3 hrs. lect., 3 hrs. lab/disc. **SCI DED** (Mr. Saul)

BI 250 Organelles and Cells: An Introduction to Concepts and Methodology (Spring)
The biology of cells and their internal compartments, with emphasis on deriving modern concepts and understanding the methodological basis of such concepts. Topics include the membrane basis of compartmentation and transport, nucleic acids and their roles in replication and protein synthesis, regulation of intermediary metabolism, and the function of such specialized cells as muscle and nerve. Laboratory work will stress experimentation and interpretation of data. *Note:* Designed primarily for sophomores and advanced first-year students, who have taken or bypassed both BI 195 and CH 103, registration will follow this preferential order: sophomores, first-year students, seniors, and finally juniors. *Senior and junior biology majors and joint majors may take BI 250 only with permission.* Every attempt will be made to accommodate students with their preferred choice of laboratory section, but juniors and seniors should be prepared to enroll in any laboratory section available and sign up by waiting list. Questions and concerns should be directed to Mr. Watters. (BI 195 or equivalent preparation; CH 103) 3 hrs. lect., 3 hrs. lab. (Mr. Saul, Mr. Watters)

BI 302 Vertebrate Natural History (Fall)
This course deals with the natural history of vertebrates and the challenge of observing animals in their own habitat. We will explore in depth the local vertebrate fauna, techniques for capturing and handling live animals, and address experimentally specific questions in vertebrate biology. Topics considered will include conservation biology, population and community ecology, and behavior. Students will learn to design and communicate the results of experiments to answer questions about the biology of free-living animals. Laboratory work will involve early morning, evening, and weekend field trips. (BI 190) 6+ hrs. lab/field.
(Mr. Trombulak)

[BI 303 Advanced Plant Biology]

BI 305 Developmental Biology (Fall)
How do organisms develop? How is gene activity regulated such that stable and complexly different tissues and organs arise during the development of an apparently simple, single-celled egg? An introduction primarily to animal development and such phenomena as fertilization, cleavage, gastrulation, morphogenesis, and cellular differentiation. Lectures and discussion will focus on the mechanisms underlying these processes and such non-embryological phenomena as metamorphosis, regeneration, and carcinogenesis. This course alternates with BI 440 and is taught every other year. (BI 250 or CH 322 and permission) 3 hrs. lect. and disc.
(Mr. Watters)

BI 310 Microbiology (Fall)
The microbiological principles emphasized in this class should provide students with a foundation for advanced study in many areas of contemporary biology. Specifically, the basic and applied aspects of microbiology will be integrated into a study of the prokaryotic microorganisms. We will discuss the general principles of cell structure and function, as well as the role of microorganisms in disease, agriculture, and biotechnology. An independent laboratory project will stress basic microbiological techniques as applied to the isolation, characterization, and identification of microorganisms from the environment. (BI 250) 3 hrs. lect., 3 hrs. lab, 1 hr. prelab. (Staff)

BI 314 Molecular Genetics (Spring)
This course is concerned with the structure and function of the genetic material. Primary focus is on eukaryotes, although prokaryotes and viruses are discussed when appropriate. Attention is given to regulation of gene activity, molecular models of recombination, oncogenic viruses, and gene control of development. The laboratory will provide training in both classic and contemporary recombinant DNA techniques, including genomic library construction, transposon mutagenesis, southern blotting, DNA sequencing, electroporation, and DNA amplification by PCR, to name a few. (BI 250) 3 hrs. lect., 3 hrs. lab, 1 hr. prelab. (Staff)

BI 323 Plant Ecology (Fall)
Why are certain kinds of plants almost always found together, and why are some species found only in certain places? We will examine Vermont's flora, covering a wide range of habitat types, investigating factors that determine the distribution and abundance of plant species. Such factors include competition, herbivory, pollination, seed dispersal, as well as abiotic influences and human disturbance. We will study plants at the individual, population, and community levels. Most labs and some lectures will be conducted outside and will include experiments and plant identification. (BI 190) 3 hrs. lect., 3 hrs. lab. (Staff)

[BI 330 Mechanisms of Microbial Pathogenesis]

BI 340 Immunology (Spring)
How does the immune system work to fight disease? How can it respond to tens of millions of different substances, even those never found in nature? Why does one retain an immunity to previously encountered diseases? This course will examine the functions of the immune system. Topics to be covered include the cells of the immune system, how foreign substances are removed and inactivated, antibody structure and function, important molecules in the immune response, development and regulation of the immune system, and the importance of immune system function and malfunction in medicine. (BI 250 or CH 322) 3 hrs. lect./disc.
(Mr. Saul, Mr. Watters)

BI 360 Practical Cell Biology (CW) (Fall)
The application of advanced techniques to the study of cells and their organelles. We will study ameboid locomotion and endocytosis, make primary cultures of mammalial tissue cells, and isolate and characterize cellular fractions using "marker" enzymes. Discussions and papers will emphasize the design of experiments, critical interpretation of data, and the development of expository writing skills.

Among other techniques, students will be introduced to differential and density-gradient centrifugation, liquid scintillation spectrometry, gel electrophoresis, ELISA and "Western" blots, chromatographic methods, and the safe usage of radioisotopes. A field trip to a "patch-clamping" laboratory is planned. (BI 250 and CH 241 or CH 322 or permission) 2 hrs. lect./disc., 4 hrs. lab. (Mr. Watters)

BI 370 Animal Physiology (CW) (Spring)
This course examines the body functions of many different animals. Lectures stress how animals are adapted to a variety of habitats, and also how they are capable of responding to a range of environments (e.g., high altitude, deep sea, desert, and polar conditions). Computer simulations illustrate such problems as artificial organs, exercise, stress, and disease. Laboratories emphasize experimental design. We will study respirometry, osmometry, electrophysiology, cardiac function, muscle physiology, endocrinology, thermoregulation, and small animal surgery. (BI 250 or permission) 3 hrs. lect., 3 hrs. lab. (Mr. Root)

BI 390 Advanced Ecology (Spring)
This course builds on the ideas presented in BI 190 and deals in greater depth with population ecology, demography, life history strategies, species interactions, community structure, and dynamics. For each of these topics we will examine its theoretical basis and examine results from field and lab experiments. (MA 112, BI 190, and any biology course above the 100 level) 3 hrs. lect., 1 hr. disc.
(Ms. Sheldon)

[BI 391 Methods in Ecology]

[BI 395 Advanced Evolution]

[BI 396 Evolution of Developmental Regulatory Systems]

[BI 440 Membranes in Health and Disease]
This course alternates with BI 305 and is taught every other year.

[BI 492 Conservation Biology Seminar]

BI 500 Independent Study (Fall, Winter, Spring)
Individual projects involving laboratory and/or field research or extensive library study on a topic chosen by the student and a faculty adviser. For biology majors, joint majors, and molecular biology and biochemistry majors. (Permission from the department chair) 3 hrs. disc. (Staff)

BI 900 Research and Thesis (Fall, Winter, Spring)
Required for all M.S. degree candidates. (Permission from the department chair) 3 hrs. disc. (Staff)

See also course listings for environmental studies and for northern studies (in geography department).

CHEMISTRY AND BIOCHEMISTRY

Professors: James Larrabee (on leave academic year), Stephen Sontum (chair); *Associate Professors:* Jeffrey Byers, Sunhee Choi (on leave academic year); *Assistant Professors:* Robert Cluss, Janet Nelson; *Assistants:* Tage Ernevad, Kathleen Jewett

The courses available in the department provide a firm foundation in the principles of chemistry along with the opportunity to focus on a particular area of interest within analytical, inorganic, organic, physical, or biological chemistry. Students are encouraged to complete the core courses of general chemistry, organic chemistry, math, and physics within the first two years. These core courses, taken for the major, also fulfill many of the requirements for the premedical, preveterinary, and predental programs.

Required for the Major: Students elect to specialize in chemistry or in biochemistry and will, on that basis, choose appropriate upper-level courses that focus on the theory and methodology essential to modern chemistry or biochemistry. Required courses and electives for these two specialties are as follows:

Core Courses: CH 103*, CH 104, CH 241, CH 242, MA 112*, MA 113*, PH 109*, PH 110*. These courses are required for all chemistry and biochemistry majors.

Chemistry Specialization: Core courses; CH 311; CH 312; CH 351; CH 352; CH 431; and three electives chosen, with an adviser's approval, from the department of chemistry and biochemistry.

Biochemistry Specialization: Core courses; CH 311; CH 313; CH 322; CH 353; CH 425; and three electives from the departments of chemistry and biochemistry or biology, chosen with an

adviser's approval.

Required for the Minor in Chemistry: CH 103; CH 104; CH 241; CH 242; CH 311; and CH 351, CH 352, or CH 353.

Required for the Minor in Biochemistry: CH 103; CH 104; CH 241; CH 242; CH 322; and CH 313 or CH 353.

See also major in molecular biology and biochemistry.

*Students may qualify to place out of, and receive credit for, starred courses by achieving a satisfactory grade on the Advanced Placement Examination of the Educational Testing Service. Students who have scored 3 or better on the Advanced Placement Examination in Chemistry are awarded one course credit (for CH 103) and must begin their college study of chemistry with CH 104. Students with strong backgrounds in chemistry are encouraged to take the departmental placement examination to determine if they are qualified for advanced placement. Those students who achieve a satisfactory score on the placement examination will be encouraged to register for CH 104 but will not receive credit for CH 103. The department's placement examination is administered at the beginning of each fall and spring term.

Recommended programs of study for those considering chemistry or biochemistry as a major are shown below. Though students may deviate from these guides, it is highly recommended that all prospective majors complete CH 104 by the end of their first year.

Chemistry

First Year
Fall: CH 103; MA 112
Spring: CH 104; MA 113
Sophomore Year
Fall: CH 241; PH 109
Spring: CH 242; PH 110
Junior Year
Fall: CH 311; CH 351
Spring: CH 312; CH 352
Senior Year
Fall: Elective; CH 431
Spring: Elective

Biochemistry

First Year
Fall: CH 103; MA 112
Spring: CH 104; MA 113
Sophomore Year
Fall: CH 241; PH 109
Spring: CH 242; PH 110
Junior Year
Fall: CH 311; CH 322
Spring: CH 313; CH 353
Senior Year
Fall: Elective; CH 425
Spring: Elective; Elective

An important feature of the program in chemistry and biochemistry is the opportunity for qualified students to do independent research. Students may take several units of independent study (CH 400, CH 500, and CH 700, two units of which may be counted toward filling the elective requirements for the major). Independent research provides students with the opportunity to interact with a faculty member on a one-to-one basis as they learn to frame and answer questions about a particular experimental system. There is an exciting range of possibilities for student research in synthetic organic chemistry, in inorganic chemistry, in bioinorganic chemistry, in physical and biophysical chemistry, and in biochemistry. These fields represent the diverse interests of the faculty in the department. Research experience adds an important dimension to the undergraduate experience. Student research papers are frequently accepted for publication in professional journals.

The department of chemistry and biochemistry is accredited by the American Chemical Society (ACS). Chemistry majors satisfying course requirements for the major who elect CH 400, CH 700, and one advanced chemistry course can receive ACS certified degrees upon graduation.

To be eligible for graduation honors in chemistry and biochemistry, a student must have at least a 3.0 average in all courses in the department, excluding independent study courses. In addition, the student must take at least one unit of CH 700 and present and defend a thesis before a committee of at least three faculty members. The degree of honors (Honors, High Honors, or Highest Honors) is determined by the student thesis committee and will depend on the student's average in all chemistry courses and the student's CH 700 grade.

CH 700 Grade	*CH Course G.P.A.*	*Degree of Honors*
B+	3.05-4.0	Honors
A- to A	3.33-4.0	High Honors
A	3.77-4.0	Highest Honors

CH 103 Fundamentals of Chemistry I (Fall, Spring)

Fundamental principles of chemistry. Atomic theory and atomic structure; chemical bonding; stoichi-

ometry; introduction to chemical thermodynamics. States of matter; solutions and nuclear chemistry. Laboratory work deals with testing of theories by various quantitative methods. Students with strong secondary school preparation are encouraged to consult the department chair for permission to elect CH 104 in place of this course. 3 hrs. lect., 3 hrs. lab, 1 hr. prelab. Breakage fee. **DED SCI** (fall: Mr. Byers; spring: Staff)

CH 104 Fundamentals of Chemistry II (Fall, Spring)
Major topics include descriptive inorganic chemistry, mass action equilibrium phenomena and calculations, electrochemistry, coordination chemistry and colligative properties. Lab work includes inorganic synthesis, qualitative analysis, gravimetric and titrimetric quantitative analysis. (CH 103 or permission) 3 hrs. lect., 3 hrs. lab, 1 hr. prelab. Breakage fee. **DED SCI** (fall: Mr. Sontum; spring: Ms. Nelson)

CH 170 Chemistry for Citizens (CW) (Spring)
Designed for the nonscience major, this course will consider questions regarding use and supply of chemical energy and its alternatives, the implications of current chemical technologies, the benefits, and the risks. We will discuss the significance of the recent revolution in biochemical research, which has given us the power to alter genetic material. And we will look at all of these issues in the context of our environment, the chemistry of which is vitally important to our continued survival. 3 hr. lect., 1 hr. disc. One designated discussion section fulfills the College writing requirement. **SCI** (Mr. Cluss)

[CH 230 Bioinorganic Chemistry]

CH 241 Organic Chemistry I (Fall)
An introduction to the structure and reactivity of organic molecules. Topics covered include chemical nomenclature, bonding, structure, acid-base relationships, mechanistically simple reactions, and theoretical aspects of structure determination. Laboratory exercises include hands-on introductions to techniques, such as distillation, crystallization, chromatography, polarimetry, and modern spectroscopic techniques, such as NMR and IR. (CH 104 or permission) 3 hrs. lect., 4 hrs. lab, 1 hr. prelab. Breakage fee. **SCI** (Ms. Nelson)

CH 242 Organic Chemistry II (Spring)
A continuation of Organic Chemistry I. Topics covered include mechanistically complex reactions, organic synthesis, and application of molecular orbital theory to reactions. Laboratory exercises focus on synthetic techniques and structure elucidation of complex unknowns. (CH 241) 3 hrs. lect., 4 hrs. lab, 1 hr. prelab. Breakage fee. **SCI** (Mr. Byers)

CH 270 Environmental Chemistry (CW) (Spring)
Designed for students with an interest in environmental analysis, this is primarily a laboratory course, which will introduce students to many of the analytical and instrumental techniques commonly employed to identify and determine the concentration of environmental contaminants. Experiments— including a self-designed experiment based on air, water, and soil samples—will introduce students to analytical techniques that may include atomic, infrared, and ultraviolet-visible absorption spectroscopies; gas and high performance liquid chromatography; mass spectrometry; electrochemistry; and error analysis. (CH 104) 3 hr. lect., 3 hrs. lab. Breakage fee. **SCI** (Staff)

CH 311 Instrumental Analysis Laboratory (Fall, Spring)
An introduction to modern analytical and experimental chemistry, with an emphasis on practice and application of instrumental methods of chemical analysis. Lecture topics will include evaluation of data, experimental design, and the theory and operation of chemical instrumentation. Laboratory exercises will involve chromatographic, thermodynamic, and spectroscopic measurements of structural properties of molecules. (PH 109, CH 242, College writing required, or permission) 1 hr. lect., 6 hrs. lab. (Staff)

CH 312 Inorganic and Physical Chemistry Laboratory (Fall, Spring)
A continuation of modern analytical and experimental chemistry, including inorganic preparations with an emphasis on applications measuring dynamic properties of molecules. Lecture topics will include kinetics, transport properties, and Fourier transform spectroscopic methods. Laboratory exercises will involve kinetic measurements, nuclear magnetic resonance, and infrared methods of analysis. (CH 311) 1 hr. lect., 6 hrs. lab. (Staff)

CH 313 Biochemistry Laboratory (Spring)
Techniques in protein and nucleic acid chemistry

will be emphasized. Protein assays, protein purification and characterization, and radiolabeling studies with proteins will expose students to common biochemical techniques, such as spectroscopy, liquid scintillation counting, gel chromatography, electrophoresis, ultracentrifugation, and enzyme kinetics. Major techniques in molecular biology will be introduced, including bacterial transformation, DNA isolation, restriction enzyme analysis, and in vitro transcription. (CH 311 or permission) 2 hr. lect., 6 hrs. lab. (Mr. Cluss)

CH 322 Biochemistry of Macromolecules (Fall)
An introduction to biochemistry that begins with the study of the basic chemical components of a cell, including sugars, fatty acids, amino acids, and nucleic acids. The physical and chemical properties of proteins and nucleic acids are emphasized, providing a foundation for the discussion of current topics in molecular biology. Molecular biology is approached first in terms of process (transcription, translation, post-translation, granule formation) and then structures (DNA and gene structure, mRNA, translation product, mature and secreted protein). Understanding of techniques in biochemistry and molecular biology will be emphasized. (CH 241 or taken concurrently) 3 hrs. lect. (Mr. Cluss)

CH 351 Microscopic Physical Chemistry (Spring)
A study of gases, liquids, and solids from a microscopic perspective. Kinetic theory and transport phenomena are studied. Statistical mechanics and quantum mechanics are developed and applied to simple systems. Spectroscopy is examined as an application of quantum theory. The microscopic nature of chemical kinetics is examined. (CH 104, PH 110, MA 113, or permission) 3 hrs. lect., 1 hr. disc. (Mr. Sontum)

CH 352 Macroscopic Physical Chemistry (Fall)
A study of the macroscopic properties of gases, liquids, and solids. The laws of thermodynamics are developed and applied to simple chemical systems, chemical equilibrium, and electrochemistry. Nonideal behavior is considered from a thermodynamic perspective. Chemical kinetics is treated empirically with consideration given to the order and molecularity of reactions. (CH 104, PH 109, MA 113, or permission) 3 hrs. lect., 1 hr. disc. (Mr. Sontum)

CH 353 Physical Chemistry for the Life Sciences (Spring)
A basic course in physical chemistry intended for majors in life science areas. The course presents an introductory development of classical thermodynamics and dynamics as it applies to the equilibrium, kinetic, and transport properties of biological molecules. Methods of physically characterizing biological molecules, such as electrophoresis, centrifugation, and radioactive counting, will also be discussed. (CH 104, PH 109, CH 242, MA 113, or permission) 3 hrs. lect., 1 hr. disc. (Mr. Sontum)

CH 400 Seminar in Chemical Research (Fall)
This seminar is intended to provide experience in current chemical research methods, literature, and writing. This course involves a student research project generally related to current faculty research interests, class seminars, and the writing of journal-style reports. Participation will normally be followed by registration for CH 500 or CH 700. (CH 352 or CH 353 and permission) 2 hrs. lect., 12 hrs. lab. (Staff)

CH 425 Biochemistry of Metabolism (Fall)
Anabolic and catabolic pathways of eukaryotes will be evaluated mechanistically and appreciated through a consideration of thermodynamics. Pathways of carbohydrate, amino acid, lipid and nucleic acid metabolism, and models for oxidative phosphorylation are included. A treatment of enzyme kinetics and examples of several enzymes in metabolic pathways will provide a rigorous understanding of enzyme function and the many control mechanisms cells use to regulate their thermodynamic needs. (CH 322 and CH 352 or CH 353 or permission) 3 hrs. lect., 1 hr. disc. (Staff)

CH 431 Advanced Inorganic Chemistry (Fall)
An in-depth study of atomic structure and bonding theories applicable to inorganic chemistry, including valence bond, molecular orbital, ligand field, and crystal field theories for coordination complexes. Inorganic application of symmetry and group theory. Reaction mechanisms for inorganic complexes. (CH 351) 3 hrs. lect. (Ms. Nelson)

CH 442 Advanced Organic Chemistry (Spring)
An extensive treatment of the relationship between structure and reactivity in organic systems. Topics will include conformational analysis, kinetics, or-

bital symmetry, bonding theory, reaction mechanisms, selected rearrangement reactions, and advanced special topics. (CH 351 or permission) (Mr. Byers)

[CH 452 Special Topics in Physical Chemistry]

CH 500 Independent Study Project (Fall, Winter, Spring)
Individual study for qualified students. (Permission) Breakage fee. (Staff)

CH 700 Senior Honors Thesis (Winter, Spring)
Senior honors candidates must register for CH 700 for one semester while completing research projects initiated in CH 400. The writing and oral presentation of a thesis is required for completion of CH 700. (CH 400 or permission) (Staff)

See also course listings for environmental studies.

CHINESE

Professor: John Berninghausen (faculty associate in admissions, 1996-97); *Associate Professor:* Clara Yu (vice president for languages, on leave for academic year); *Senior Lecturer:* Gregory Chiang (chair); *Assistant Professor:* Thomas Moran; *Visiting Instructor:* Feng-ying Ming

The Chinese department offers a structured sequence of instruction in fundamental language/culture skills that should guide the learner toward a relatively high degree of proficiency in spoken and written standard Mandarin. Mandarin Chinese (*putonghua* or *guoyu*) is the national language of mainland China and of Taiwan but is also widely spoken by Chinese living in Southeast Asia and elsewhere. Throughout the many societies of the Pacific Rim and beyond, Mandarin Chinese has become an increasingly important medium of commercial and cultural interaction.

A central goal of the Chinese department's language and culture courses is to provide students with the necessary proficiency in *practical* Mandarin so that they will eventually be able to function successfully within a Chinese-speaking society while making the necessary learning process as lively and enjoyable as possible. All our classes seek to familiarize the student with China's very long history and cultural traditions as reflected by the primary language of more than 1.2 billion people, over one fifth of the human race. Classical Chinese, a fundamental component of advanced linguistic and cultural competency in Chinese, is offered annually as a two-semester advanced course taught entirely via modern Chinese.

Anyone planning to study Chinese language at Middlebury is encouraged to begin as early as feasible during her/his four years here. Our elementary level course is designed to meet the needs of students with no previous exposure to Chinese. We also welcome and will try to accommodate the needs of students who have previously studied Chinese or have otherwise acquired some level of competency in it. Those students are urged to consult with the departmental faculty prior to registration in order to determine placement at the level most appropriate to them.

For most Middlebury College undergraduates it is advantageous to begin their study of Chinese with CS 101 in the fall semester rather than in our summer intensive Chinese School. For students at the intermediate level or higher, we strongly recommend a summer of concentrated study in Middlebury's nine-week Chinese School, preferably before going abroad to China or Taiwan.

The first year sequence, Beginning Chinese [CS 101, CS 102, CS 103], is offered each year but only starting in the fall term. Unless the student has sufficient prior preparation, it is not possible to begin studying Chinese in the winter or spring term. (Our second and third year courses also commence in the fall semester each year.)

Courses taught in English: Besides our language courses in Mandarin Chinese—which train students in speaking, listening comprehension, the reading and writing of Chinese characters, and in cultural knowledge—the department also offers some courses taught in English and available to any interested student, e.g., CS 130, CS 216, CS 220, CS 240. For the most part, these are courses introducing Chinese literature and culture through the study of selected works of Chinese literature in English translation.

Chinese School: Middlebury's summer intensive language courses are available at Middlebury's renowned Chinese School. Accelerated forward progress with equivalent academic credits may be earned by taking Chinese in the nine-week summer intensive "immersion" program during which students and faculty live in a Chinese language dormitory and Chinese is the only language used.

Study abroad in China or Taiwan: Qualified students are encouraged to spend one semester (or the January term plus one semester) of their junior year studying Chinese overseas at an approved language training program. Eligibility to study Chinese overseas for college credit normally requires completion of CS 301 or equivalent. Permission of the Programs Abroad Committee must be obtained during the spring term of the sophomore year. Credit for Chinese language study abroad can only be earned by successfully completing the full course of study at an approved program. In determining the amount of credit granted, to a maximum of *five* credits (equal to four semester credits plus one winter term credit), the Chinese department may deem it necessary to require a student to take exams in written and spoken Chinese upon return. (Students not desiring Middlebury College credits for overseas study may simply request a leave of absence.) Students interested in pursuing summer intensive study and/or study abroad options are urged to consult with the department chair and/or with other Chinese department faculty members no later than the second semester of the sophomore year.

The Major in Chinese Language and Required Literature Courses: CS 101, 102, 103; CS 201, 202; CS 301, 302 (or equivalent); one course in premodern Chinese literature chosen from among CS 130, CS 216, and CS 225; one course in modern literature, either CS 220 or CS 240; the methods course, i.e., a junior seminar, CS/LS 360, which introduces literary theory and critical analysis relevant to more advanced work such as the senior thesis; two semesters of classical Chinese, CS 401, 402; the senior seminar, CS 475; and a fall and winter senior thesis, CS 700, focused on literary or culturally significant texts in Chinese.

Satisfactory completion of CS 101, CS 102, CS 103, and one literature course qualifies a student for *admission* to the full major or joint major in Chinese. Students majoring in Chinese are expected to have completed CS/LS 360 and at least two other Chinese literature courses prior to writing the senior thesis in the fall and winter term of the senior year. Depending upon the individual interests and goals of each student major, supporting courses in the study of art history, film, history, religion, other literatures, social science courses on China, and the like may be recommended by the student's adviser. (The Chinese major, whether a full or joint major, is not intended for native speakers/readers of Chinese.)

Honors: Eligibility for departmental honors in Chinese requires a grade point average of B+ (3.3) or higher in all courses taken within the Chinese department (including any courses taken in the Chinese School's summer intensive program), as well as completion of a senior thesis or combination senior thesis/translation graded B+ or better. High Honors will be granted for an overall average in departmental courses of 3.5 or higher and senior thesis grade A- or better. Highest Honors are reserved for students who earn a grade of A or better on the senior thesis and who are carrying an overall average of 3.75 or higher in their departmental course work. Students will enroll in CS 700 in the fall and winter of the senior year for the writing of their thesis. At least one copy of the thesis is due no later than noon on the last day of winter term. A thesis turned in the first day of spring semester will be accepted, but will not qualify the student for departmental honors.

Generally speaking, those students who elect a major in Chinese have a strong orientation toward the study of Chinese literature, as well as language. Students wishing to pursue the study of China or Chinese language in the context of some other discipline are encouraged to consider a major in East Asian studies or a major in one of the disciplinary departments with a concentration in Chinese studies. It is also possible to do a joint major in Chinese and a discipline in one of the divisions of social science, natural science, humanities, arts, or literature.

Joint Major in Chinese: Courses required for a joint major in Chinese are CS 101, CS 102, CS 103, CS 201, CS 202, CS 301, CS 302 (or equivalent), CS 401, two of the following—CS 130, CS 216, CS 220, CS 225, CS 240—and either CS 402 or CS 475 in the senior year.

CS 101 Beginning Chinese (Fall)
An introduction to Mandarin (the official modern language of China, also known as *guoyu* or *putonghua*). The course begins with phonetics, romanization, Chinese characters, and simple vocabulary items. Sentence patterns and other fundamentals of speaking, reading, and writing will be taught, including both the traditional characters and the simplified characters in use on the Chinese mainland. Written exercises, drill sessions, quizzes, and tape recordings will accompany each lesson. Students should have active command of more than 600 Chinese characters and more than 800 compounds by the end of CS 103. Additional drill hours to be arranged. **LNG** (Mr. Moran, Mr. Berninghausen, Staff)

CS 102 Beginning Chinese (Winter)
A continuation of CS 101. (CS 101 or equivalent) **LNG** (Mr. Chiang, Ms. Ming)

CS 103 Beginning Chinese (Spring)
A continuation of the fall and winter terms with accelerated introduction of vocabulary, grammar, and sentence patterns designed to facilitate speaking and reading. (CS 102 or equivalent) **LNG** (Mr. Moran, Ms. Ming, Mr. Berninghausen)

CS 130 The Chinese Literary Tradition (in translation) (Spring)
An introduction to the works of history, philosophy, poetry, and fiction that formed the basis of traditional Chinese culture. Our reading will take us from the 12th century B.C.E. to the 14th century C.E. and will include selections from the *Book of Odes*, *Songs of the South*, Daoist literature, *Records of the Grand Historian*, Tang Dynasty poetry by Li Bai and Du Fu, and fiction from the Song and Ming Dynasties. These texts disseminated ideas that helped shape the traditional Chinese understanding of the world and provided models of what was perceived to be powerful, beautiful language. (No background in Chinese culture or language needed.) **LIT OTH** (Mr. Moran)

CS 201 Intermediate Chinese (Fall)
This course is designed to enable the student to converse in everyday Chinese and to read simple texts in Chinese (both standard and simplified characters). Discussion of assigned readings will be conducted primarily in Chinese. Familiarity with the vocabulary and grammar introduced in CS 101, CS 102, and CS 103 is assumed. Grammatical explanations, written exercises, dictation quizzes, sentence patterns, oral drill, and tapes will accompany assignments. Computer laboratory work may be required. By the completion of CS 202, which follows CS 201 directly, students should be able to read and write approximately 1,200 characters. Additional drill hours to be arranged. (CS 103 or equivalent) **LNG** (Ms. Ming, Mr. Chiang)

CS 202 Intermediate Chinese (Spring)
A continuation of the first term's work, with the class conducted primarily in Chinese. (CS 201) **LNG** (Ms. Ming, Mr. Chiang)

CS 216 Traditional Chinese Fiction in Translation (Fall)
A survey of premodern Chinese fiction. This course will cover works from the Six Dynasties period (5th-6th centuries A.D.) until the end of the 19th century. *Tales of the Mysterious* and short stories, excerpts from *Three Kingdoms, Outlaws of the Marsh, Journey to the West,* and *Story of the Stone* are included. The relationship between fiction and other literary genres; the ties between recorded fiction and oral storytelling; and issues of narrative structure, characterization, and style will be discussed. **LIT OTH** (Ms. Ming)

CS 220 Modern Chinese Fiction in Translation (CW) (Spring)
A selection of 20th-century novels and short stories from China. Chosen from works of literary merit and social significance, the readings will include works by Liu E, Lu Xun, Shen Congwen, Zhang Ailing, Bai Xianyong, Wang Wenxing, and others. Limited places available for students to satisfy the College writing requirement (see instructor for details). **LIT OTH** (Mr. Moran)

[CS 225 Classical Chinese Poetry in Translation]

[CS 240 Chinese Literature and the Critique of Culture in the Post-Mao Period (in translation)]

CS 301 Advanced Chinese (Modern Chinese) (Fall)
This course aims at further development of overall language proficiency through extensive reading of selected texts representing a wide variety of styles and genres. Classes will be conducted entirely in Chinese except for an occasional use of English by the instructor to provide a quick solution to problems of definition. The main text will be *Shiyong Gaoji Hanyu* with supplementary readings from newspapers, magazines, and other documents. (CS 202 or equivalent) **LNG** (Mr. Chiang)

CS 302 Advanced Chinese (Modern Chinese) (Spring)
A continuation of the first term's work with greater emphasis placed upon reading works of a literary nature. (CS 301 or equivalent) **LNG** (Mr. Chiang, Ms. Ming)

CS/LS 360 Introduction to Literary Theory and Criticism (Fall)
An overview of various literary theories and critical approaches to the reception and analysis of literary texts, this discussion-based seminar will introduce some enduring concerns central to West-

ern literary theories and seek to familiarize the student with much contemporary critical terminology. From Aristotle's *Poetics* to postmodernism, from issues such as literariness and authorial intention, narrative voice, and canonicity to the premises and practices of formalism, hermeneutics, new criticism, and deconstruction—we will read short theoretical and critical essays in conjunction with literary works by Sophocles, Coleridge, Lu Xun, Soseki, Borges, Fitzgerald, Kafka, Didion, and others. Participants will also employ different approaches (e.g., narratological, reader-response, psychoanalytic, Marxian, feminist) in producing analytic essays. Fiction is the main focus. Limited enrollment, priority given to seniors and juniors. (Completion of at least three semesters of college study with no less than two college-level literature courses; and permission) (Mr. Berninghausen)

CS 400 Advanced Readings, Conversation, and Writing (Modern Chinese) (Fall)
This course is designed to improve further language competency of highly pragmatic Chinese, spoken and written. Readings and discussion of a wide variety of contemporary materials with special emphasis given to journalistic Chinese. (CS 302 or equivalent) (Ms. Ming)

CS 401 Classical Chinese I: Introduction to *Wenyan* (in Chinese) (Fall)
A new approach to the traditional written language of China emphasizing grammatical differences from modern Chinese, vocabulary, and style. Transformational drills, sentence construction, reading, translation into modern Chinese, and compositions that highlight the interaction between *wenyan* and *baihua* will be included. All lessons will be accompanied by language laboratory tapes. (CS 302 or equivalent) (Mr. Chiang)

CS 402 Classical Chinese II: Introduction to *Wenyan* (in Chinese) (Spring)
A continuation of CS 401. In the second semester this course will lead the student from work in prepared materials to reading a variety of ancient Chinese texts, as well as a few examples of *wenyan* and *semi-wenyan* writings. (CS 401) (Mr. Chiang)

[CS 425 Seminar on Contemporary Culture and Language (in Chinese)]

CS 475 Senior Seminar on Chinese Fiction (in Chinese) (Spring)
This is the capstone course for all Chinese majors. Students will read a wide selection of representative works of major modern writers of China, Taiwan, and overseas Chinese communities. All discussion, literary analysis, and critical writing will be in Chinese. (Mr. Chiang, Ms. Ming)

CS 700 Senior Thesis (Fall, Winter)
(Staff)

See also program in East Asian studies.

CLASSICAL STUDIES PROGRAM

The classical studies program is designed to offer a broad, rigorous, general education based on the careful study of fundamental classical works of history, philosophy, and literature. The interdisciplinary nature of the study is reflected by a teaching staff that includes faculty in the departments of classics, philosophy, political science, religion, and art.

Honors: B average or better in courses taken for the major and B+ or better in the senior seminar and the general examination. (*Note:* A student who does an optional Senior Essay, CL 700, or Independent Senior Project, CL 505, may offer that grade in lieu of the grade on either CL 420 or CL 701 for the calculation of departmental honors.)

Required for the Major in Classical Studies:
A. The following:

1. CL 150 The Ancient Epic
2. CL 131 History of Greece *or*
   CL 151 Introduction to Ancient Greek Literature *or*
   CL 152 Greek Tragedy *or*
   CL 175 Greek Philosophy
3. CL 132 History of Rome *or*
   CL 141 Masterpieces of Roman Literature *or*
   CL 142 Roman Political Theory

B. Five courses in classical studies chosen from the following:

CL 121 Classical Tradition of Liberal Arts and Sciences
CL 131 History of Classical Greece
CL 132 History of Rome
CL 141 Masterpieces of Roman Literature
CL 142 Roman Political Theory
CL 151 Introduction to Ancient Greek Literature

CL 152 Greek Tragedy
CL 175 Greek Philosophy
CL 338 Problems in Ancient History
CL 450 History of Classical Literature
AR 213 Roman Art and Archaeology
AR 221 Greek Art and Archaeology
AR 312 Greco-Roman Painting
AR 415 Roman Portraiture
PA 201 Ancient Greek Philosophy
PA 302 Plato
PA 303 Aristotle
PS 101 Introduction to Political Science
PS 317 Classical Political Philosophy
PS 409 Seminar in Political Philosophy
RE 287 Greco-Roman Religions

C. Four courses in Greek or four courses in Latin chosen from:

CL 101 Beginning Latin
CL 202 Intermediate Latin
CL 103 Beginning Greek
CL 204 Intermediate Greek
CL 301 Latin Prose
CL 302 Latin Poetry
CL 303 Greek Prose
CL 304 Greek Poetry
CL 401 Readings in Latin Literature I
CL 402 Readings in Latin Literature II
CL 403 Readings in Greek Literature I
CL 404 Readings in Greek Literature II
CL 500 Advanced Readings in Latin
CL 501 Advanced Readings in Greek

D. CL 420 Seminar in Classical Literature
E. CL 701 General Examination

Optional: CL 700 Senior Essay (fall/winter or winter/spring); CL 505 Independent Senior Project (fall or spring). (*Note:* Students who wish to do an optional senior essay or independent senior project must secure the sponsorship of a faculty adviser in the semester before the essay or project is to be undertaken.)

For complete descriptions of the courses listed above, see listings under the appropriate departments.

CLASSICS

Professor: Eve Adler; *Associate Professors:* Robert Schine, Marc Witkin (chair); *Assistant Professor:* Jane Chaplin (on leave academic year); *Instructor:* Randall Ganiban

The classics department's core of courses in English offers an introduction to the major works of Greek and Roman literature, history, and philosophy. Intensive introductory courses in Greek, Latin, and Hebrew prepare students rapidly for reading in the classical languages; advanced courses are devoted to the close study of literary, philosophical, and historical texts.

Required for the Major in Classics: Ten courses in Greek and Latin (normally six in one language and four in the other), including one senior seminar (CL 420), three courses in classics in translation chosen with departmental approval, and CL 706 (General Examination).

Optional: CL 705 Senior Essay (fall/winter or winter/spring), CL 505 Independent Senior Project (fall or spring). (*Note:* Students who wish to do an optional senior essay or independent senior project must secure the sponsorship of a faculty adviser in the semester before the essay or project is to be undertaken.)

Honors: B average or better in courses taken for the major. B+ or better in senior seminar *and* in general examination. (*Note:* A student who does an optional senior essay or independent senior project may offer that grade in lieu of the grade for either CL 420 or CL 706 for the calculation of departmental honors.)

Minor in Classics:

Latin: five courses in Latin

Greek: five courses in Greek

Hebrew: five courses in Hebrew or four courses in Hebrew and either RE 260 or RE 280

Classical Civilization: five courses, as follows: three or more courses chosen from CL 121, CL 131, CL 132, CL 141, CL 142, CL 150, CL 151, CL 152, CL 175, CL 338; and CL 420 or CL 450 (or both)

Classical Language and Civilization: five courses, as follows: two or more courses in Latin or Greek; one or more courses chosen from CL 121, CL 131, CL 132, CL 141, CL 142, CL 150, CL 151, CL 152, CL 175; and one or more courses chosen from CL 338, CL 420, CL 450

COURSES IN ENGLISH

CL 121 The Classical Tradition of the Liberal Arts and Sciences (Spring)
From what and for what is liberal education supposed to liberate people? A study of works promoting the claims of poetry, philosophy, rhetoric, theology, and natural science to be the "queen of the liberal arts and sciences" and thus the key to

liberty. Works by Plato, Cicero, St. Augustine, and Francis Bacon. **LIT PHL EUR** (Ms. Adler)

[CL/HI 131 Archaic and Classical Greece]
Next offered in fall 1998. **HIS LIT EUR**

[CL/HI 132 History of Rome]
Next offered in fall 1997. **HIS LIT EUR**

CL 141 Masterpieces of Roman Literature (Fall)
This course will introduce students to the major themes and trends of the Roman literary tradition. Through readings of Plautus, Catullus, Vergil, Horace, Ovid, Seneca, and Lucan, we will examine the evolution of the principal poetic genres (drama, epic, satire, love elegy, and lyric) in their social and political contexts. Emphasis will be placed on the adaptation of Greek models and the nature of poetic originality, as well as the changing role of poets in articulating significant cultural concerns. **HIS LIT EUR** (Mr. Ganiban)

[CL 142 Roman Political Theory]
LIT PHL EUR

CL 150 Ancient Epic Poetry (Fall)
The course will concentrate on the epic poets' contending teachings about human greatness and human happiness: What is the character of human strivings after glory and immortality? Is the true domain of heroism to be found in war, in love, in philosophic contemplation, or in political rule? Texts: Homer, *Iliad* and *Odyssey*; Lucretius, *On the Nature of Things*; Vergil, *Aeneid; Epic of Gilgamesh.* **LIT PHL EUR** (Ms. Adler)

CL 151 Introduction to Ancient Greek Literature (Fall)
An introduction to ancient Greece's contribution to Western thought and institutions through intensive study of some of the central works of Greek literature from Homer to Plato. These works of epic poetry, tragedy, comedy, history, and philosophy articulate the distinctions between civilization and barbarism, freedom and slavery, knowledge and opinion that were the unifying themes of Greek political life and reflection. The course aims to explain how these distinctions underlie the universal science of nature and of man that originated in Greece and that still forms the basis of Western civilization. Works studied: Homer's *Odyssey*, Herodotus's *History*, Sophocles's *Oedipus the King*, Thucydides's *History of the Peloponnesian War*, Aristophanes's *Birds*, Plato's *Apology of Socrates.* **LIT PHL EUR** (Mr. Witkin)

CL 152 Greek Tragedy (Spring)
A survey of selected tragedies by Aeschylus, Sophocles, and Euripides, exploring the relation between tragedy and freedom in 5th-century B.C. Athens. The poets' use of mythical protagonists and events to raise timeless questions about the individual, the family, the city, and the gods, and to link these questions to contemporary Athenian imperialism, is elaborated through additional readings from Homer and Thucydides. The course asks why, as democratic Athens found itself forming a tyrannical empire, the tragic poets addressed the problem of self-government through the dramatic representation of a vanished heroic kingship. The course culminates in a reading of Aristotle's *Poetics.* **LIT PHL EUR** (Mr. Witkin)

[CL 175 Greek Philosophy]
Next offered in fall 1999. **LIT PHL EUR**

[CL/HI 338 Problems in Ancient History]
Next offered in spring 1998. **LIT HIS**

CL 450 History of Classical Literature (in translation) (Fall)
A comprehensive overview of the major literary, historical, and philosophical works of Greece and Rome. Authors studied include Homer, Hesiod, Aeschylus, Herodotus, Aristophanes, Thucydides, Plato, Aristotle, Lucretius, Cicero, Livy, Vergil, and Tacitus. Designed for students with some background in Greek and Roman literature, history, or philosophy. (Ms. Adler)

GREEK

CL 103 Beginning Greek (Winter)
LNG (Mr. Witkin, Mr. Ganiban)

CL 204 Intermediate Greek (Spring)
LNG (Mr. Witkin)

[CL 303 Greek Prose]
Next offered in fall 1997. **LNG EUR**

[CL 304 Greek Poetry]
Next offered in spring 1998. **LNG EUR**

CL 403 Readings in Greek Literature I (Fall)
(Staff)

CL 404 Readings in Greek Literature II (Spring)
(Staff)

[CL 501 Advanced Readings in Greek]

LATIN

[CL 101 Beginning Latin]
Next offered in winter 1998. **LNG**

[CL 202 Intermediate Latin]
Next offered in spring 1998. **LNG**

CL 301 Latin Prose (Fall)
LNG EUR (Mr. Ganiban)

CL 302 Latin Poetry (Spring)
LNG EUR (Ms. Adler)

[CL 401 Readings in Latin Literature I]
Next offered in fall 1997.

[CL 402 Readings in Latin Literature II]
Next offered in spring 1998.

CL 500 Advanced Readings in Latin (Fall, Spring)
Readings in major authors. (Staff)

HEBREW

[CL 105 Introduction to Hebrew]
Next offered in fall 1997. **LNG**

[CL 206 Intermediate Hebrew]
Next offered in spring 1998. **LNG**

CL 305 Readings in the Hebrew Bible (Fall)
LNG (Mr. Schine)

CL 306 Readings in Classical Hebrew (Spring)
LNG PHL (Mr. Schine)

[CL 405 Advanced Hebrew Studies I]

[CL 406 Advanced Hebrew Studies II]

SENIOR COURSES

CL 420 Seminar in Classical Literature (Spring)
(Staff)

CL 505 Independent Senior Project (Fall, Spring)
(Staff)

CL 700 Senior Essay for Classical Studies Majors (Fall, Spring)
(Staff)

CL 701 General Examination for Classical Studies Majors (Fall)
(Ms. Adler)

CL 705 Senior Essay for Classics Majors (Fall, Spring)
(Staff)

CL 706 General Examination for Classics Majors (Fall)
(Ms. Adler)

COMPUTER SCIENCE

The program in computer science is designed to provide a solid foundation in computer science. This goal is met by a wide variety of course offerings in the department of mathematics and computer science. Detailed descriptions of courses appear in the course listings for that department. It is expected that students desiring a single course that provides a broad overview of computing and computers will elect MA 103. Students desiring an in-depth knowledge of computers and programming methodology, or those who wish to fulfill a concentration or major in computer science, will elect CX 121.

Major: The department of mathematics and computer science offers a major in computer science. Students who elect this major take an introductory sequence of core courses and a variety of upper-level electives balanced among systems, theory, and applications, and do their senior work in computer science. Students should consult the catalog listings for the department of mathematics and computer science for further details.

PROGRAM IN EAST ASIAN STUDIES

Participating Faculty: Cynthia Atherton (art), John Berninghausen (Chinese), Carole Cavanaugh (Japanese), Gregory Chiang (Chinese), Kyoko Hayasaka Davis (Japanese), John Keenan (religion; on leave for academic year), Nobuo Ogawa (Japanese; on leave fall, winter), Ellen Oxfeld (sociology/anthropology), Sunder Ramaswamy (economics), David Rosenberg (political science; chair), Kyoko Takashi-Wilkerson (Japanese), Neil Waters (history), Don Wyatt (history), Clara Yu (Chinese; on leave for academic year), Feng-ying Ming (Chinese), Thomas Moran (Chinese), David Stahl (Japanese), Elizabeth Endicott-West (history)

The East Asian studies major is designed for those students who wish to undertake an interdisciplinary approach to this region of great historical and contemporary importance. The term *East Asia* refers to China, Japan, and Korea, and the program covers the common cultural heritage of the region. The course of study required by this program is grounded in at least three years of Chinese or Japanese language studies and includes courses taken in several different departments that will explore connections among art; literature; history; intellectual heritage; social organization; contemporary social, political, or economic issues; and cultural values of East Asian peoples.

Required for the Major in East Asian Studies: The East Asian studies (EAS) major will be expected to acquire basic language proficiency, oral and written, in either modern Chinese or Japanese. Course work in spoken and written Chinese and Japanese may be taken during the regular academic year and in the Middlebury summer intensive program. In most cases, some language study at the level of CS 302 or JA 302 or above is taken at certain authorized language training programs or centers in Japan, Taiwan, or the People's Republic of China.

Each EAS major is expected to select a probable senior thesis or project adviser and disciplinary approach to be used in the thesis or project prior to going abroad. This choice of the adviser from among the participating faculty members in the program and of the proposed course of study *must be discussed with the program chair.*

In this program, departmental honors for majors will be awarded as follows: Honors for a thesis graded B+ or higher with at least a 3.3 average in all EAS courses, High Honors for a thesis graded A- or A with at least a 3.55 average in all EAS courses, Highest Honors for an A thesis with at least a 3.7 average in EAS courses.

PROGRAM OF STUDY

The New Major, for students in the Class of 1998 and later classes:

1. Three or more years of an East Asian language (including one winter term; see note on language study)
2. HI 231 (China) and HI 235 (Japan)
3. Four courses in one department that presently provides offerings in East Asia (One course must be a methods course, a theory course, or an upper-level seminar; one course must be in East Asia; and one course must be in an area outside of East Asia.) [*Note:* Those students who choose history for their course cluster cannot count HI 231 and HI 235 for this requirement. This requirement is reduced, however, to three courses for students with concentrations in history.]
4. One course outside of one's departmental focus, and outside of the history department, which deals with the culture of one's language choice (This requirement increases to two courses for students who do not study abroad in their junior year and for those concentrating in history.)
5. A senior thesis or essay in the discipline the student has elected for his or her focus (The senior thesis would normally be undertaken in the fall and winter terms unless specific departmental requirements make this impossible. Students are also required to utilize some source materials in the East Asian language in which they specialize.)

The Old Major, for students in the Class of 1997:

Each East Asian studies major will take a total of seven courses from the following list. Other courses may, with the permission of the program chair, be counted toward the major. (Please note that the list is subject to periodic revision.) Among the seven courses, the first three are required of all majors.

1. HI 231 Imperial China
2. HI 235 Traditional Japan
3. To prepare for senior work, all majors are required to take an intermediate methods course in a discipline, such as AR 700, CS 260, HI 418, HI 426, HI 427, JA 426, PS 300, SA 301, SA 302, or EA 500, prior to the senior year. When a methods course is not available, the student will enroll in EA 500 and work under the supervision of the future thesis adviser and the program chair. Work

done in EA 500 may not be directly connected to the future thesis topic.

4. The fourth course will be EA 600 Senior Project or EA 700 Senior Thesis.

5. The fifth course must deal with the modern period.

6. and 7. The sixth and seventh courses must be selected from the list below:

AR 103 Introduction to Asian Art
AR 222 Journey of the Three Jewels
AR 224 Art of Japan
AR 313 Masterpieces of Japanese Painting
AR 317 Masterpieces of Chinese Painting
CS 130 Masterworks of Chinese Literature and Civilization
CS 216 Traditional Chinese Fiction in Translation
CS 220 Modern Chinese Fiction in Translation
CS 225 Classical Chinese Poetry in Translation
CS 240 Contemporary Chinese Literature and Post-Mao Society, 1978-1991
CS 400 Advanced Readings, Conversation, and Writing (Modern Chinese)
CS 401 Classical Chinese: Introduction to *Wenyan* (in Chinese)
CS 402 Classical Chinese: Introduction to *Wenyan* (in Chinese)
CS 425 Seminar on Contemporary Culture and Language (in Chinese)
CS 475 Senior Seminar in Chinese Fiction (in Chinese)
EC 426 Asian Economic Development
HI 111 Early East Asia
HI 112 Modern East Asia
HI 231 Imperial China
HI 232 Modern China
HI 234 The Rulers of China
HI 235 Traditional Japan
HI 236 Modern Japan
HI 237 Chinese Philosophy
HI 409 Rebellion and Revolution in Modern China
HI 418 Readings in Japanese History: Pearl Harbor and Hiroshima
HI 426 Writing and Research, East Asia
JA 216 Traditional Japanese Literature in Translation
JA 220 Prose Fiction in the Twentieth Century
JA 226 Japanese Fiction: Image and Idiom
JA 325 Japanese Language and Culture
JA 350 Women's Writing in Japan: Tenth-Twentieth Centuries
JA 475 Senior Seminar in Japanese Literature
JA 426 Approaches to Japanese Literary Criticism
PA 253 Confucianism and the Confucian Tradition in East Asia
PA 256 Topics in Japanese Philosophy
PS 220 Asian Politics
PS 430 Seminar on the United States and Asia
RE 115 Introduction to Eastern Religious Thought
RE 210 The Buddhist Tradition in India
RE 211 The Buddhist Tradition in Korea and Japan
RE 212 Chinese Religions
RE 214 The Tantric Tradition: India, Tibet, China, Japan
RE 311 Seminar in Buddhist Philosophy
RE 312 Buddhist and Christian Enlightenment
RE 316 Seminar in Buddhist Ethics
RE 317 Seminar in Taoism
SA 335 Chinese Society and Culture

Language Study: The East Asian major will complete a total of six regular credits and one winter term credit in the Chinese or Japanese language training program preparatory to direct cultural experience and intensive language training in an approved structured program in Japan, Taiwan, or the People's Republic of China. For Chinese language students, the overseas language and cultural course work should earn up to four or five credits, depending upon whether the student goes for a single regular term or a regular term and a winter term. Upon returning from overseas, students of Chinese are given a test to determine the number of credits to be awarded. It is possible to earn seven credits for three quarters of successful advanced language study completed at the Inter-University Program for Chinese Language Studies in Taipei, Taiwan.

Japanese students are encouraged to spend the full junior year doing language study and cultural work in an approved program in Japan. Nine credits will be awarded for successful completion of such a program. Overseas study for Middlebury credit is usually restricted to the junior year, but exceptions are sometimes made for seniors. The foreign study requirement may be waived with the permission of the program chair and Middlebury courses substituted. Those who study Chinese or Japanese at the Middlebury summer Language Schools earn three credits.

ECONOMICS

Christian A. Johnson Distinguished Professor of Economics: David C. Colander; *Alan R. Holmes Professor of Economics:* Paul Wonnacott; *Hepburn Professor of Economics:* David E. Horlacher; *Professors:* Michael P. Claudon, Richard R. Cornwall, Paul M. Sommers; *Associate Professors:* Sunder Ramaswamy, Phanindra V. Wunnava; *Assistant Professors:* Peter Hans Matthews, Ben Slay (on leave academic year), Kevin Stephenson (on leave academic year); *Visiting Assistant Professor:* Mark O. Tengesdal; *Instructor:* Wendy N. Morrison

I. Required for the Major

The economics major consists of four sequences.

Introductory Sequence: EC 150 and EC 155. Neither EC 150 nor EC 155 assumes any prior exposure to economics, but both courses presume a thorough working knowledge of algebra. *Note:* No student who receives a grade below a C- in either EC 150 or EC 155 will be admitted into the Intermediate Theory Sequence without permission.

Quantitative Sequence: EC 210 and EC 211. Students must pass EC 210 with at least a C- to be admitted into EC 211 without permission.

Intermediate Theory Sequence: EC 350 and EC 355. MA 112 is a prerequisite for EC 355. The department will waive the MA 112 requirement for students who score a 3 (or higher) on the Advanced Placement Calculus AB exam.

Note: It is important, especially for those planning to study abroad, that the above three sequences be completed by the end of the fall term, junior year.

Elective Sequence: Majors are required to take at least four electives, two of which must be at the 400 level. One 400-level course must be completed at Middlebury. *Note:* EC 800 does not substitute for a 400-level course.

Students majoring in economics *cannot* count both EC 240 and EC 340, or all three of the courses EC 230, EC 330, and EC 430, nor can they count both EC 425 and EC 426 toward the minimum of 10 required courses.

Honors: Seniors interested in earning departmental honors may choose either of two options: the independent research option or the senior honors thesis seminar option. The independent research option is open to students who have received a grade of A- or better on a 400-level seminar paper and who have an accumulated G.P.A. of 3.5 or higher in economics courses taken at Middlebury. The senior honors thesis seminar option (EC 800) is open to any senior economics major having an accumulated G.P.A. of 3.0 or higher in economics courses taken at Middlebury. Normally, honors candidates have completed the three nonelective sequences by the beginning of the fall term, senior year. Detailed descriptions and requirements of the two options are available from the department.

Honors for Joint Majors: Students completing a joint major in economics and a related discipline who aspire to earn departmental honors must either (1) complete EC 800 Senior Research for Honors in addition to the other joint major requirements or (2) complete the related department's senior thesis program. Honors candidates choosing option (2) are required to (a) find an adviser in the economics department, (b) submit a final copy of the thesis to the coordinator of EC 800 on the due date set for students in EC 800, and (c) defend the thesis during a seminar presentation to the economics department. Candidates choosing either option must meet the minimum grade requirements for honors in economics: a B average (3.0) in courses taken from the joint major and a B+ on the thesis.

International Major: Middlebury's international major allows students to combine the study of a language with another discipline in the humanities or social sciences, linking both with an appropriate experience abroad. For students entering Middlebury before the summer of 1995, the required courses are MA 112, EC 150, EC 155, EC 210, EC 211, EC 350, EC 355, and four electives, two of which must be at the 400 level (and one of these two must be a 400-level course at Middlebury). The 400-level course at Middlebury should be based on study abroad. Courses completed abroad can consist of two electives (the equivalent of an economics 300- or 400-level course). For an elective taken abroad to count at the 400 level the student must pass the year-end exam and complete a significant independent research paper for the course.

Beginning with the class entering in the summer of 1995, the structure of the international major has been streamlined to take advantage of Middlebury's summer language programs and enable international majors to complete the B.A. degree in two summers and three academic years. Students wishing to pursue international majors in economics should consult Professor Ronald Liebowitz, the international major adviser.

AP Credit Policy: Students who score a 5 on the Advanced Placement exam in Economics-Micro (or Macro) automatically receive credit for Introductory Economics, Micro (EC 155) or Intro-

ductory Economics, Macro (EC 150). Students who score a 4 on the Advanced Placement exam in Economics-Micro (or Macro) must receive a B- or better grade in the corresponding intermediate-level course EC 355 or EC 350 to receive College credit for the introductory-level course.

II. Postgraduate Preparation

Students considering graduate programs in economics are urged to complete the first three sequences plus EC 411 and either MA 315 or MA 318. Majors considering graduate programs in economics are strongly advised to do a minor in mathematics.

Because of the widespread use of computers in both M.B.A. and Ph.D. programs, majors should become familiar with computer programming by completing CX 103 or CX 121 and are strongly advised to take EC 411.

III. Minor in Economics

The economics minor will consist of five courses: EC 150, EC 155, EC 350 or EC 355, and two electives, one of which must be at the 400 level.

EC 150 Introductory Economics (Macro) (Fall, Spring)
An introduction to macroeconomics: a consideration of macroeconomic problems such as unemployment and inflation. Theories and policy proposals of Keynesian and classical economists are contrasted. Topics considered include banking, financial institutions, monetary policy, taxation, government spending, fiscal policy, tradeoffs between inflation and unemployment in both the short run and the long run, and wage-price spirals. **SOC** (Staff)

EC 155 Introductory Economics (Micro) (CW) (Fall, Spring)
An introduction to the analysis of such microeconomic problems as price formation (the forces behind demand and supply), market structures from competitive to oligopolistic, the distribution of income, and public policy options bearing on these problems. (One section offered in the spring satisfies the College writing requirement.) **SOC** (Staff)

EC 210 Economic Statistics (Fall, Spring)
Basic methods and concepts of statistical inference with an emphasis on economic applications. Topics include probability distributions, random variables, estimation, hypothesis testing, and contingency table analysis. A weekly one-hour lab is part of this course in addition to three hours of class meetings per week. **DED** (Mr. Sommers)

EC 211 Introduction to Regression Analysis (Spring)
In this course regression analysis is introduced. The major focus is on quantifying relationships between economic variables. Multiple regression identifies the effect of several exogenous variables on an endogenous variable. After exploring the classical regression model, fundamental assumptions underlying this model will be relaxed and further new techniques will be introduced. Methods for testing hypotheses about the regression coefficients are developed throughout the course. Both theoretical principles and practical applications will be emphasized. The course goal is for each student to employ competently regression analysis as a research tool and to justify and defend the techniques used. (EC 150, EC 155, and EC 210) **DED** (Mr. Wunnava)

[EC 230 Comparative Transition]

EC 240 Introduction to the World Economy (Spring)
This course introduces students to contemporary problems and issues in the world economy. It focuses on: (1) principles of international economics, such as comparative and absolute advantage, free trade versus protectionism, exchange rate determination, balance of payments accounting, and economic integration; and (2) problems of economic development, transitional economies, and regional economic issues in areas such as the European Union, South and East Asia, Latin America, and the former Soviet Union. (EC 150) **SOC** (Mr. Claudon)

[EC 300 Current Problems in Economic Policy]

EC 310 Economics of Investing in Securities (Spring)
This course looks at the perils and promises for investors in financial securities. We explore the range of securities currently available to investors and discuss various investment strategies. This course is more practical than theoretical. The four major topics are stocks, bonds, options, and portfolio theory. Minor topics include futures, commodities, and real estate. Highlights include an optional trip to Wall Street, guest lectures by investment professionals and a chance to pit your investment skills against those

of the professor and other students. (EC 150 and EC 155) (Mr. Tengesdal)

EC 316 Corporate Finance (Fall)
This course examines how firms evaluate and finance investment opportunities. Major topics covered are the time value of money, the risk and return tradeoff, capital structure (should firms use debt or equity), how finance affects stock price, analyzing financial performance, and mergers and acquisitions. Topics briefly covered include complex financial instruments, leasing versus buying, and hedging financial risk. (EC 150 and EC 155) (Mr. Tengesdal)

EC 325 Economic Development: Theory and Practice (Spring)
This course will examine why some developing countries attain their goals and others do not. It will try to identify the factors that contribute to, or impede, the development process. By examining current data and applying economic theory, it will assess suggested causes of and remedies for poverty, population pressure, unemployment, rural stagnation, and educational deficits. It will consider the roles of foreign trade, investment, and debt in the context of an interrelated world economy. It will also suggest roles to be played by the industrialized countries and international organizations in promoting economic development in the Third World. (EC 150 or EC 155) (Mr. Horlacher)

[EC 330 Comparative Economic Systems]

EC 340 International Economics: A Policy Approach (Fall)
This course looks at international trade and finance, comparative advantage and the gains from trade, and the effects of trade on income shares. It explores commercial policies; the arguments for and against tariffs; nontariff barriers; dumping, subsidies, and countervailing duties. In addition, it examines the World Trade Organization, pros and cons of regional free-trade associations such as that resulting from the North American Free Trade Agreement, foreign exchange rates, and relationships among international trade and finance and domestic macroeconomic policies. (EC 150 and EC 155) (Mr. Wonnacott)

EC 350 Macroeconomic Theory (CW) (Fall, Spring)
Macroeconomic theory analyzes whether the market effectively coordinates individuals' decisions so that they lead to acceptable results. It considers the effectiveness of monetary, fiscal, and other policies in achieving desirable levels of unemployment, inflation, and growth. The theories held by various schools of economic thought—such as Keynesians, monetarists, and new classicals—are considered along with their proposed policies. (EC 150 and EC 155) (One section in the fall will be writing intensive.) (fall: Mr. Colander; spring: Mr. Matthews)

EC 355 Microeconomic Theory (CW) (Fall, Spring)
Microeconomic theory concentrates on the behavior of the household (the consumer) and the firm (the producer). The former underlies the theory of demand and the latter underlies the theory of supply. Together the theories of supply and demand help illumine contemporary economic problems (gasoline rationing, sex discrimination in the labor market, the food stamp program, cartelized industries, for example). (MA 112 and EC 155) (One section in the spring will be writing intensive.) (fall: Mr. Ramaswamy; spring: Mr. Cornwall, Mr. Sommers)

EC 365 Environmental Economics (Spring)
Natural scientists can help us to understand the impacts on the environment of the residuals we discharge into the air and water, but decisions to treat or reduce the discharges of residuals are ultimately economic decisions about the best uses of society's resources. Economic theory will be applied to the problems of choosing the optimal amounts of resources to devote to reducing discharges and to devising regulatory strategies that will help achieve environmental quality goals at least cost. (EC 155) (Ms. Morrison)

EC 375 Money, Banking, and Monetary Policy (Spring)
An introduction to financial institutions, financial markets, and monetary policy. Students will focus on the determination of interest rates, portfolio theory, the demand for money, and the money supply process. Emphasis will be on the difficulties faced by the Federal Reserve in pursuing policies aimed at a steady, moderate growth of aggregate demand. (EC 150 and EC 155) (Mr. Wonnacott)

EC 385 Socioeconomic Inequality (Fall)
What is the interaction between the construction of social structures (e.g., gender, race, class) and the operation of markets? Do markets amplify or di-

minish inequality? We look at neoclassical economists' understanding of how inequality affects market outcomes and of how competition among employers should reduce inequality. We shall contrast this with Marxian efforts to base social inequality on distinct economic roles. Finally, we look at efforts within feminism, ethnic and queer studies, and cognitive psychology to connect changes in social structures (tastes, norms, legal distinctions) to economic roles (assets, occupations, education). (EC 155) **SOC** (Mr. Cornwall)

[EC 395 Introduction to Mathematical Economics]

EC 411 Applied Econometrics (Fall)
This course is designed to further students' understanding of parameter estimation, inference, and hypothesis testing for single and multiple equation systems. Emphasis will be placed on specification, estimation, and testing of micro/macro econometric models and using such models for policy analysis and forecasting. Large cross-sectional as well as panel data sets will be used for estimation purposes. (EC 350 or EC 355 or permission) (Mr. Wunnava)

[EC 425 Seminar in Economic Development]

EC 426 Asia's Emerging Markets (Spring)
Asia has emerged as a powerful player in today's global economy. This seminar will analyze in depth alternative paradigms and theories to explain this phenomenon. The experience of the "East Asian miracle" countries, along with newly emerging markets in China, India, and Vietnam, provide valuable lessons on trade, industrialization, and integration in the global economy. The role of the U.S., the World Bank, and International Monetary Fund will be analyzed. Finally, two key problem areas, the sustainability of the development process in this region and issues of political liberalism, will be critically examined. (EC 325 or EC 350 or permission) (Mr. Ramaswamy)

[EC 427 Development and Democracy?]

EC 428 Population Growth and the Global Future (Spring)
This course will show how economic analysis can be used to assess the impact of rapid population growth on economic development, the environment, and economic inequality. It will analyze the rapid "graying" of the industrialized countries and their struggle to cope with international migration. It will assess the causes of urban decay in the North and the explosive growth of cities in the South. The course will consider household-level decision-making processes, the effects of changing family structures, and the need to improve the status of women. (EC 350 or EC 355 or permission) (Mr. Horlacher)

[EC 430 The Post-Communist Economic Transition]

EC 440 International Trade (Fall)
This seminar analyzes in depth the causes of international trade and integration among nations in today's globalized economy and the consequences for their economic well-being and allocation of scarce resources. Trade policies in advanced and developing economies, as well as the interrelationships among trade, investments, and economic development will be analyzed. Issues surrounding free trade versus protectionism, strategic trade, U.S. competitiveness, U.S.-Japan trade relations, European Union, NAFTA, and problems confronting economies in transition (Eastern Europe and the former Soviet Union) will be analyzed. (EC 355) (Mr. Ramaswamy)

EC 445 International Finance (Spring)
An analysis of the world's financial system and the consequences for open economies of macroeconomic interdependence. Particular topics include exchange rate determination, balance of payments adjustments, and monetary and fiscal policies in open economies. Special attention is paid to the issues and problems of the European Economic Community and European integration and debt in developing countries. (EC 350) (Mr. Matthews)

EC 450 History of Economic Thought (Spring)
This course offers a historical and analytical perspective on the development of economic ideas. It asks the question: why is economics what it is today? Topics include the evolution of classical to neoclassical thinking, the Keynesian revolution, the changing focus of economic theory, and the current state of the profession. This is a course in which students will actually read Adam Smith, Karl Marx, and Frederich Hayek. (EC 350 or EC 355 or permission) (Mr. Colander)

[EC 455 Industrial Strategies]

[EC 460 Industrial Organization and Public Policy]

EC 465 Special Topics in Environmental Economics (Fall)
This seminar explores selected environmental economic issues from a theoretical and policy perspective. Building upon the foundations of economic theory, the current course focuses on global warming, tropical rain forest destruction, techniques to measure environmental resources, wetlands, and endangered species. (EC 355) (Ms. Morrison)

[EC 470 Public Finance]

EC 475 Monetary Theory and Financial Institutions (Fall)
This seminar examines the ways in which monetary policies and financial institutions affect inflation, output, and employment. It also deals with the problems and dilemmas facing central bankers as they develop monetary policies. U.S. institutions are studied most closely, with a secondary focus on Western European countries and the problems they face in developing a common currency. (EC 350) (Mr. Wonnacott)

[EC 480 Labor Economics]

[EC 485 Inequality and Poverty]

[EC 498 Seminar on Economic Issues]

EC 500 Individual Special Project (Fall, Spring)
(Permission, see Handbook) (Staff)

EC 800 Senior Research for Honors (Fall, Winter)
(Permission) (Mr. Ramaswamy)

ENGLISH

Professors: John Bertolini, Stephen Donadio (chair), John Elder, Robert Hill, Edward Martin, Elizabeth Napier, Robert Pack, Jay Parini, David Price, John Wilders (fall and winter); *Associate Professors*: Julia Alvarez, Cates Baldridge, Gary Margolis (part-time); *Assistant Professors:* Alison Byerly, Kathleen Skubikowski (part-time; director of College writing program), Marguerite Tassi; *Visiting Lecturers*: David Bain (part-time), Don Mitchell, Ron Powers (part-time)

MAJOR PROGRAM

Required for the Major in English: For the Class of 1997 and thereafter: the core (seven courses): EL 203 and EL 204; five distribution courses in literature, one chosen from each of the following groups: (I) medieval and Renaissance literature; (II) 17th- and 18th-century literature; (III) literature after 1800; (IV) literary history and criticism; (V) Shakespeare.

For the Class of 1996 and prior years: (1) the core (seven courses): EL 203 and EL 204; four distribution courses in literature, one chosen from each of the following groups: (I) EL 300, EL 301, EL 302, EL 303, EL 324; (II) EL 206, EL 304, EL 305, EL 306, EL 307, EL/LS 308; (III) EL 207, EL 213, EL 214, EL 314, AL 202, AL 300, AL 301; (IV) EL 208, EL/AL 309, EL 312, EL 229, EL 230, AL 302, AL 306, AL 307, EL/LS 310; and Shakespeare (EL 225 or EL 319 or EL 320 or EL 321 or EL 421); (2) a field (five courses, one of which is a seminar, in drama, novel, poetry, creative writing, or a field defined by the student and approved by the department); (3) the senior program (one, two, or three courses).

Fields: A field is a minimum of four courses informed by a coherent principle plus a seminar in a subject appropriate for the field. Up to two of the same courses—but no more than two—may be used to fill both distribution and field requirements:

Drama: (1) EL 227 or CL 152; (2) EL 111 or EL 130 or EL 324 or EL 306 or EL/LS 308; (3) EL 321 or EL 319 or EL 320; (4) EL 229 or EL 230 or EL/LS 310; or an approved drama course in a department other than English; (5) a seminar.

Narrative Tradition and the Novel: (1) EL 206; (2) EL 207 or EL 314; (3) EL 208; (4) EL 302 or AL 301 or AL 302 or EL/AL 309 or AL 300 or an approved fiction course in a department other than English; (5) a seminar.

Poetry: (1) El 170 or EL 173 or EL 204; (2) EL 303 or EL 304 or EL 307; (3) EL 213 or EL 314; (4) EL/AL 312 or AL 307 or an appropriate poetry course in a department other than English; (5) a seminar.

Creative Writing—Poetry: (1) EL 170 or EL 173; (2) EL 375; (3) and (4) two of EL/AL 312, EL 213, EL 314, AL 307; (5) a seminar.

Creative Writing—Fiction and Nonfiction: (1) EL 107 or EL 160 or EL 163 or EL 170 or EL 173; (2) EL 360 or EL 365 or EL 370; (3) and (4) two of EL 206, EL 207, EL 314, EL 208, EL/AL 309, AL 301, AL 302, AL 340; (5) a seminar. Where appropriate, TH courses in playwriting and screenwriting may be substituted.

Majors seeking to define fields may, in consultation with their advisers, propose to the department chair alternative fields or different courses within the five fields listed above. For example, some literature courses in foreign languages and in classics may be substituted for courses in drama, novel, and poetry as long as the coherence of the field is maintained. Areas within which fields can be defined are, for example, the literature of nature, pastoral literature, and intensive studies of periods and cultures (such as Renaissance, 18th century, 19th century, modernism, contemporary literature), with courses in history, art, music, religion, philosophy, foreign languages, American literature included. Those seeking to define joint majors with English and another department may, through the way the field is defined, be able to meet all of the requirements for the major in English, and thus may wish to consider a double rather than a joint major.

A student entering the major should discuss a plan for the entire major program with an adviser in the department or with the chair. It should be noted that most distribution courses will not be offered every year: in groups I, II, and III there will normally be two each year and in group IV normally there will be four. Enrollments in distribution courses may be limited; therefore, it may not always be possible for a student to take a particular course in the year of his/her first choice. Seniors, then juniors, have priority for places.

Seminar topics will change from year to year. In general, two factors are important: The seminar elected should be an appropriate enhancement of the rationale for the field, but it may not always be possible for a student to enroll in the seminar of his/her first choice.

JOINT MAJOR

Normally, the minimum of seven EL courses used in the joint major will include the following: EL 203; EL 204; one course in each of four of the five distribution areas: I, II, III, IV, Shakespeare; and senior work that brings together aspects of the two majors (such as an essay, thesis, seminar). Joint majors must be approved by the chairs of the departments or programs involved.

MINOR

EL 203
EL 204
One EL poetry course at the 200 or 300 level
One EL drama course at the 200 or 300 level
One EL narrative fiction course at the 200 or 300 level
One additional EL literature elective
Note: At least one of the courses selected to complete the minor must be at the 300 level.

SENIOR PROGRAM

The senior program includes the required winter term seminar and examination and an optional one-term essay or a two-term thesis (EL 700 or EL 710). Normally seniors register for one unit of EL 700 or EL 710 in the fall term and register for the winter term program in the winter term. Students undertaking two-term theses normally complete them during spring term.

Students who plan on attending graduate school in literature are advised to include at least a broad representation of American literature in their course selections (for example, especially AL 202 and several of AL 201, AL 203, AL 204, AL 307 or EL/AL 312, EL/AL 309); LS 705, Senior Colloquium in Literary Studies, is also an appropriate selection, and can be used to fill the seminar requirement for the English major.

Honors: Departmental honors will be determined on the basis of course grades, essay or thesis grade, and the winter term program grade. For honors in any of the three categories (Honors, High Honors, Highest Honors), College rules specify a minimum average of B in course grades and a minimum grade of B on the essay or thesis. To qualify for Highest Honors the department requires a minimum of B+ in each of the three areas (course grades average, thesis or essay, and the winter term senior program). In determining the numerical average of course grades all courses designated EL will be counted as will all other Middlebury courses that fulfill requirements for the major. Departmental grade averages for each level of honors are: Highest Honors, A+; High Honors, A or A-; Honors, B+.

The winter term senior program is an intensive comprehensive course that evaluates literary knowledge and sensibility through both written and oral components. Every year six or seven faculty will have responsibility for designing a course with shared and common experiences for all seniors and staff. While the format may change, each year the course will exercise and test skills of close reading, analysis, and comparison. Students will be asked to consider connections and influences, as well as generic (or formal), thematic, and theoretical perspectives. The winter term reading list will vary with each new format, and will be given to majors in their junior year. Each year's list will include selections from Chaucer, Shakespeare, and Milton, as well as 12-15 other works or authors to be read or

reread by the beginning of winter term. Students can expect to have read some, but not necessarily all, of these works in courses. The winter term staff may choose to add a book or two at the beginning of the term; these additions may be drawn from literature, criticism, or philosophy. *The winter term course is required for completion of the major.*

See Seminars, Junior Seminars, and Theses and Essays below for prerequisites to Senior Critical Essays and Theses and Senior Creative Writing Projects. Normally, essays and theses are critical studies of some aspect of an author's work, but students who have completed two 300-level writing workshops may petition to undertake a creative writing project. Each senior is assigned to a faculty member for guidance on the essay or thesis.

Fall term and spring term senior essays must be submitted no later than the last day of classes. Late essays will receive a grade no higher than C. Senior theses (two-term projects) must be submitted no later than two weeks before the last day of classes in either term. Late theses will receive a grade no higher than C and will have no oral examination or outside reader. No one is permitted to register for the second term in a thesis program unless he or she has accomplished and submitted a substantial amount of work during the first term.

COLLEGE WRITING PROGRAM

EL 204, EL 107, EL 160, EL 163, EL 170 and EL 173 all satisfy the College writing requirement. Some sections of other courses may also fulfill this requirement: see descriptions below under "Literature" and "Writing" courses that are designated (CW), and be sure to consult the latest catalog supplement for changes and additions.

LITERARY HISTORY AND CRITICISM

These courses (EL 110, EL 111, EL 112, EL 113, EL 114, EL 115, EL 116, EL 117, EL 118, EL 120, EL 130, EL 140) are recommended for students, primarily in their first or second years, with interests in comparative, thematic, and theoretical approaches to literature. These courses are especially suitable for meeting the College distribution requirement.

[EL 110 Continental Fiction (IV)]
LIT

[EL 111 European Drama (IV)]
LIT

[EL 112 Mythologies Timeless and Timely, Traditional and Contemporary (IV)]
LIT

EL/AL 113 Visions of Nature (IV) (Fall, Spring)
This course will focus on writers who have influenced the modern environmental movement, or who suggest where it might go from here. Henry David Thoreau, John Muir, Mary Austin, Aldo Leopold, Gary Snyder, Annie Dillard, Leslie Silko, A.R. Ammons, Wendell Berry, and Terry Tempest Williams will be among the authors studied. We will also consider the paintings of Georgia O'Keeffe and the photographs of Ansel Adams and Eliot Porter. Lectures and discussions will be complemented by outdoor activities tied to students' own writing. (Intended for first- and second-year students. All others by permission only.) **LIT** (Mr. Elder, Mr. Mitchell)

EL 114 Reading Women's Writing (IV) (Fall)
Why and how do women write? Does literary history reveal distinctive styles, patterns, and continuities in the works of female authors? We will begin to address these questions through our close reading of a wide variety of women's literature in English, including a sampling of poetry from the 16th to 20th centuries; stories; and essays by Dinesen, Lessing, V. Woolf, Atwood, and C. Wolf; and novels by Austen, C. Brontë, and Hurston. Secondary readings will reflect on the concept of gender as a central organizing principle. Employing various methods of literary analysis, the course will address issues of interest to students in a wide range of disciplines, including philosophy, psychology, and history, as well as literature. **LIT** (Ms. Byerly)

EL 115 Romance (IV) (Fall)
Romance follows the track of desire, and especially the restless desire to have it all: power, adventure, true love, hidden knowledge, and finally satisfaction, rest, a home. We will move from the *Odyssey* through medieval and Renaissance romances (*Sir Gawain and the Green Knight, The Tempest*) to modern novels (*Wuthering Heights, To the Lighthouse*). As we do, we will explore recurrent narrative patterns and themes such as quest and return, the problem of sexual passion, and the desire to go beyond the borders of the conventional or licit; we will also examine who reads romance in different periods and why. **LIT** (Ms. Coiner)

[EL 116 Justice in an Indifferent Universe (IV)]
LIT

[EL 117 The History of Nature from Beginning to End (IV)]
LIT

[EL 118 Men Against the Sea (IV)]
LIT

EL 120 Choice, Sexuality, and the Unconscious Mind: A Thematic Introduction to the Reading of Poetry (IV) (Fall)
The central theme to be explored here is whether self-knowledge can enable will and reason to control instinct and passion. A range of lyrical, narrative, and dramatic poems will be examined, respecting their aesthetic integrity and design; these poems also will be considered from Darwinian and Freudian perspectives. We will speculate about the evolutionary history of such primary emotions as jealousy and such typical social strategies as lying to others (as well as to oneself) in order to imagine how we might free ourselves from the limitations of impulsive and destructive behavior. (Mr. Pack)

EL/ES 130 The Play's the Thing: Renaissance and Modern Tragedy (IV) (Spring)
This course will explore changes in the dramatic genre of tragedy by examining a selection of Renaissance and modern plays. We will look particularly at how dramatists use theatrical metaphors and conventions to stage philosophical problems of existence and identity. We will study Shakespeare's *Hamlet*, Tourneur's *The Revenger's Tragedy*, Stoppard's *Rosencranz and Guildenstern Are Dead* and *The Real Inspector House*, Pirandello's *Six Characters in Search of an Author*, among others. (Ms. Tassi)

EL 140 Satire (IV) (Spring)
Readings of provocative works conceived in a variety of genres and traditions, ranging from antiquity through the 18th century up to the present time. (Staff)

[EL/LS 210 Traditions of Episodic Narrative]
LIT

[EL/TH 239 The Cinema of Alfred Hitchcock]
LIT ART

[EL 330 Literary Criticism: Classical to Modern]

EL/LS 340 Instinct and Morality (Spring)
See program in literary studies listings for description. **LIT EUR** (Mr. Pack)

LITERATURE

The EL 203-204 sequence introduces students to skills of close reading and analytical writing, and in some depth to writers whose works are regarded as central to the English literary tradition. Those intending to major in English are advised to complete the EL 203-204 sequence before they elect other courses above the 200 level. EL 204 is a writing intensive course that meets the College writing (CW) requirement. EL 203 is prerequisite to EL 204.

EL 203 Interpretation of Literature (Fall, Spring)
The course seeks to develop skills for the close reading of literature through discussion of and writing about selected poems with some attention to drama and short fiction. Taught in small sections with frequent writing assignments. (Open to sophomores and first-year students who have completed the first-year student seminar requirement, who intend to major in English, American literature and civilization, or literary studies; open to other students, space permitting.) This course does *not* fill the College writing requirement. (Staff)

EL 204 Chaucer, Shakespeare, Milton (CW) (Fall, Spring)
A course designed as a continuation of EL 203; students will study and discuss selections from Chaucer's *Canterbury Tales*, two of Shakespeare's plays, and Milton's *Paradise Lost* in its entirety. (EL 203; advanced literary studies majors by permission) (Staff)

Courses below that fill departmental requirements are so indicated by the number of the group, (I, II, III, or IV) in parentheses, and (SH) for the Shakespeare requirement.

EL 206 Early English Novel (II) (Spring)
The development of the English novel in the 18th century. Novelists include Defoe, Richardson, Fielding, Sterne, and Lewis. **LIT EUR** (Mrs. Napier)

EL 207 Nineteenth-Century English Novel (III) (Spring)
Close analysis of form, theme, and character in representative English novels of the 19th century. Among the novelists to be read are Austen, Dickens, Collins, Thackeray, the Brontës, Eliot, and Hardy. **LIT EUR** (Ms. Byerly)

EL 208 Twentieth-Century English Novel (IV) (Fall, Spring)
Fall: This course will explore the development of the novel in this century, with a primary focus on writers of the modernist period and later attention to more contemporary works. We will examine questions of formal experimentation, the development of character, uses of the narrator, and the problem of history, both personal and political, in a novelistic context. Readings will include novels by Conrad, Joyce, Forster, Woolf, and others.
Spring: This course will focus on novelists of the first quarter of the 20th century: Conrad, Joyce, Lawrence, Forster, and Woolf. We will study the various ways in which each sought to engage both the general problems of human life and experience thrust on us all by the unsettling conditions of the modern period, and how their differing experiments in form, structure, and style led to richly complex expressions of their doubts, fears, hopes, and beliefs. **LIT EUR** (fall: Mr. Parini; spring: Mr. Price)

EL 213 English Romanticism (III) (Fall)
Primary attention will be given to poetry and prose selected from the six major English romantic poets: Blake, Coleridge, Wordsworth, Keats, Shelley, and Byron. **LIT EUR** (Mr. Hill)

[EL 214 The Pastoral (III)]
LIT EUR

[EL/AL 217 The Modern Short Story (IV)]
LIT EUR

[EL 227 Greek Comedy]
LIT

[EL 229 Modern British Drama: 1890-1950 (IV)]
LIT

EL 230 Contemporary British Drama: 1950 to the Present (IV) (Fall)
Analysis of the language, style, dramaturgy, and meaning of plays by Rattigan, Beckett, Osborne, Pinter, Shaffer, Gray, Bolt, and Stoppard, with some attention paid to contemporary British cinema. **LIT** (Mr. Bertolini)

EL 300 Medieval Literature (I) (Spring)
Major literary texts of the European and English Middle Ages, with emphasis on Dante and Chaucer. Though we will focus on medieval authors' sophisticated use of literary genres to explore fundamental social, political, ethical, and intellectual questions of the day, we will also look at the entertainment literature of the Middle Ages (romance, fabliau) and at the ambivalence of medieval authors about the nature and value of fiction. **LIT** (Ms. Coiner)

[EL 301 Chaucer (I)]
LIT EUR

[EL 302 Medieval and Renaissance Narrative: Chaucer and Spenser (I)]
LIT

[EL 303 Sixteenth-Century English Literature (I)]
LIT

[EL 304 Seventeenth-Century English Literature (II)]
LIT EUR

[EL 305 Eighteenth-Century Poetry and Prose (II)]
LIT

EL 306 Restoration and Eighteenth-Century Drama (II) (Fall)
An appreciation and critical analysis of the language, style, wit, humor, and ethos of British comic drama from 1660 to 1790 by such authors by Congreve, Wycherley, Vanbrugh, Goldsmith, and Sheridan. Some attention will be paid to literary context through a sampling of the fiction of Fielding and the poetry of Pope. **LIT** (Staff)

[EL 307 Neoclassic and Romantic: Changes in English Poetry, 1700-1830 (II)]
LIT EUR

[EL/LS 308 Seventeenth- and Eighteenth-Century English and European Drama (II)]
LIT

[EL/AL 309 Contemporary Literature (IV)]
LIT

[EL/LS 310 Modern Drama (IV)]
LIT EUR

[EL/AL 312 Modern Poetry (IV)]
LIT

[EL 314 Darwin among the Poets: Monkeys, Cats, and Black Holes (III)]
LIT

[EL 319 Shakespeare's Comedies and Romances (SH)]
LIT EUR

EL 320 Shakespeare's Tragedies and Histories (SH) (Fall)
Close analysis of central scenes from *Richard II, Henry IV* Parts 1 and 2, *Henry V, Julius Caesar,* and *Coriolanus*. The emphasis will be on the dramatic form of these plays, but consideration will also be given to what constitutes a history play and how, if at all, it differs from a tragedy. Students should be prepared to participate in readings of scenes, as at a rehearsal. **LIT EUR** (Mr. Wilders)

EL 321 Shakespeare (SH) (Spring)
An intensive scrutiny of language, character, and theme in several of Shakespeare's plays with a primary focus on *Hamlet* and *King Lear*. (Juniors and seniors) **LIT EUR** (Mr. Bertolini)

[EL 324 Medieval and Renaissance Drama (I) (Fall)]
LIT EUR

SEMINARS

The process or *activity* of the seminar is as important as the subject: In each seminar there will be close analytical discussions of the reading, and those discussions will form the basis for extensive writing requirements. Seminars that fill distribution requirements in the major in addition to field requirements are so indicated.

Registration for the seminar program is organized by a departmental committee before the normal registration period. Inquire at the department office for application procedures *at least one week before registration*. Students not majoring in English are welcome and encouraged to apply. Students abroad, or studying elsewhere during their junior year, should indicate their seminar preferences well in advance of each registration period and should have someone register for them.

Courses that meet the English department requirement for critical or creative senior thesis work are listed below. Junior seminars, and some seminars offered by other departments and/or programs, when appropriate to the field, may also be used to fill the seminar requirement.

EL 401 Seminar: Representing the Eighteenth Century (Spring)
An examination of important 18th-century ideas through a consideration of literary and nonliterary works of the period. Topics will include the representation of the passions (Richardson, Lavater), ideals of female conduct (Pope, Swift, 18th-century portraiture), ideas of landscape (the poems of Pope, Thomson, and Crabbe; 18th-century gardening tracts), and notions of the self (Pope, Cowper, popular conversion tracts). In each instance, we will seek clarification of literary strategies and perspectives through a consideration of companion pieces in the visual arts, or writings in the areas of medicine, theology, and domestic conduct. Substantial written work; seminar presentation. (Please apply at department office.) (Mrs. Napier)

[EL/TH 403 Seminar: Alfred Hitchcock]

[EL 404 Law and Literature]

[EL 405 Seminar: Wordsworth and Eliot]

[EL 406 Shaw, Stoppard, and the Play of Ideas]

[EL 407 Seminar: William Butler Yeats]

[EL 408 Seminar: Contemporary Literary Theory]

EL 409 Seminar: James Joyce (Fall)
We will study Joyce's major works of fiction, with the exception of *Finnegans Wake*. These include *Dubliners, A Portrait of the Artist as a Young Man,* and *Ulysses*. There will be some emphasis on background material to illustrate and clarify the rich array of specific details, settings, persons, and events which make up the turn-of-the-century world of Irish Catholic Dublin, the exclusive scene of all of Joyce's fiction. We will also consider various critical approaches to Joyce's monuments of modernism. (Please apply at department office.) (Mr. Price)

EL 421 Seminar: Shakespearean Tragedy (SH) (Fall)
In this seminar we will study the diction, imagery, and structure of four tragedies: *Hamlet, Othello, Macbeth, King Lear,* and Shakespeare's late comedy, *The Tempest.* By focusing on the themes of choice, repentance, and forgiveness, we will discuss the prominent characters both from moral and psychoanalytic perspectives, and we will examine with special attention those moments of heightened self-awareness when Shakespeare's vision takes a particular character into a transfigured realm where, as Hamlet says, a person paradoxically may become "as one in suff'ring all that suffers nothing." This seminar satisfies the Shakespeare requirement for English majors. (Please apply at department office.) (Mr. Pack)

EL/LS 705 Seminar: Literary Studies Senior Colloquium (Fall)
See program in literary studies listings for description. (Please apply at department office.) (Mr. Donadio)

JUNIOR SEMINARS

Designed to help students improve skills useful in writing senior essays or theses, these seminars include substantial writing, as well as discussion of research and critical methods. Open to seniors when space is available.

EL 350 Junior Seminar: Several Versions of the Subject—Constructing Identities in First-Person Literature (Fall)
When authors take up a first-person voice, what choices do they face, what generic traditions do they confront, and what kind of self do they present? We will examine the various issues around constructing a first-person narrator, however distant or close to the author's self, as we read a wide variety of first-person literary and autobiographical texts. In conjunction with critical essays and theoretical analyses of the subject, we will read such texts as Wordsworth's *Prelude* and Stein's *Autobiography of Alice B. Toklas,* Defoe's *Moll Flanders,* and Dickens's *David Copperfield.* We will also consider the role of a strong first-person voice in genres like lyric, autobiography, and even the student essay. (Please apply at department office.) (Ms. Coiner)

[EL 351 Junior Seminar: The Brontës—A Critical History]

EL/ES 352 Junior Seminar: Wordsworth and Basho (Spring)
Wordsworth's poetry brought new imaginative power to "the religion of nature" in romantic England. Basho distilled and refined Japan's natural aesthetic. In addition to our close readings of these influential poets, we will explore their social, religious, and artistic contexts. Each had a strong affinity with one painter (Wordsworth with Constable, Basho with Sesshu) that particularly rewards attention. This seminar is intended for juniors and seniors either majoring in literature or majoring in environmental studies (ES) with a focus in the humanities. In the latter case, all three ES core courses should have been completed prior to enrollment. (Permission) (Mr. Elder)

EL/AL 450 Seminar in Major Authors: William Faulkner (Spring)
See listing under the department of American literature and civilization. (Open to English majors, space permitting) (Mr. Donadio)

WRITING

All writing courses are workshops; therefore, places are limited, and admission is by permission. English and American literature majors are given priority, then concentrators. Please come to the English department office at least one week prior to registration.

Level One
The first level of Middlebury's creative writing curriculum is designed to give students practical knowledge of the basis of craft. Because the faculty is convinced that it is best for students at the entry level to work in more than one genre, we recommend EL 160 and EL 170 as entry courses to the writing sequence, although EL 107, EL/TH 240, EL/TH 228 may be substituted. See course descriptions for details.

EL 107 Journal and Essay (CW) (Spring)
This course will be grounded in the keeping of journals, and will explore the ways in which essays can connect and expand such initial records of perception. Discussion in class will often focus on students' own writing, but we will also devote attention to the work of contemporary essayists. This course is a prerequisite to EL 360 and EL 365. (Permission) **ART** (Staff)

EL 160 Expository Prose (CW) (Spring)
EL 160 is a nonfiction course designed to heighten

the writer's awareness of the thematic richness that exists in the immediate, everyday world, and to develop the writer's skills at investigating, harvesting, and arranging this richness into narrative. At the outset of the course, students will produce a series of exercise papers demonstrating their ability to perceive and render descriptions of people, locale, spoken language, and interactive behavior. Later, students will write and revise a series of essays that draw on the observations and descriptions they have recorded. Classroom discussions will focus on students' work and also on assigned readings of periodical journalism, literary journalism, and published nonfiction. (Permission) **ART** (Mr. Powers)

EL 170 Writing Poetry, Fiction, and Nonfiction (CW) (Fall, Spring)
An introduction to the writing of poetry, short fiction, and nonfiction through analysis of writings by modern and contemporary poets and prose writers, and regular discussion of student writing. Workshops will focus on composition and revision, with particular attention to the basics of form and craft. This course is a prerequisite to EL 360, EL 365, EL 370, and EL 375. (Permission) **ART** (fall: Mr. Bain, Mr. Mitchell, Mr. Parini, Staff; spring: Mr. Bain, Staff)

[EL/TH 218 Playwriting I (CW)]
ART

[EL/TH 228 New Plays: Playwright and Director]

EL/TH 240 Screenwriting Workshop I (CW) (Fall)
See theatre, dance, and film/video listings for description. **ART** (Mr. Mitchell)

Level Two
The second level of writing sequence courses consists of single-genre workshops designed to give students further experience working in particular genres in depth. Admission is by permission. Students must have taken the appropriate level one prerequisite course. A student wishing to take a level two workshop without the appropriate prerequisite may do so by permission of the instructor; the student must submit a portfolio of appropriate work to the department at least a week in advance of registration. Level two courses (except EL 365) may be elected more than once, provided the student has a grade of B or better in the first level two course.

EL/TH 341 Screenwriting Workshop II (Spring)
See theatre, dance, and film/video listings for description. **ART** (Mr. Mitchell)

EL 360 Workshop: Nonfiction (Fall, Spring)
Study and practice in techniques of nonfiction writing through workshops and readings in the contemporary essay. Class discussions will be based on student manuscripts and published model works. Emphasis will be placed on composition and revision. (EL 160 or EL 107 or EL 170 and permission) **ART** (Mr. Powers)

[EL 365 Workshop for Nature Writers]
ART

EL 370 Workshop: Fiction (Fall, Winter, Spring)
Study and practice in techniques of fiction writing through workshops and readings in short fiction and novels. Class discussions will be based on student manuscripts and published model works. Emphasis will be placed on composition and revision. (EL 170 and permission) **ART** (Ms. Alvarez, Mr. Parini, Staff)

EL 375 Workshop: Poetry (Winter)
Study and practice in techniques of poetry writing through workshops and readings in modern and contemporary poetry. Class discussions will be based on student manuscripts and published model works. Emphasis will be placed on composition and revision. (EL 170 and permission) **ART** (Mr. Parini)

Level Three
The third level of courses in the writing sequence consists of writing tutorials for students who have completed one level one and two level two workshops. Students planning to do a senior essay or thesis in creative writing in the English or American literature major must have taken two level two workshops with a minimum average of B+ for the two workshops. No more than one 300-level workshop may be taken in winter term.

SPECIAL PROJECTS
The department will consider applications from qualified students who wish to undertake advanced tutorials in literature, dramatic literature, and writing. A student proposing a tutorial should, after discussion with a possible project director and with his/her adviser, submit a brief written proposal to the department office two weeks prior to registra-

tion. Creative writing projects (EL 560) may be undertaken after completion of the introductory and two level two workshops in writing. Course credit for satisfactory work at the Bread Loaf Writers' Conference may be given at the EL 560 level if the prerequisites for EL 560 have been met. Students must make preliminary application for such credit before the end of the spring term preceding the Writers' Conference; the work done at the Conference must be evaluated and graded by the department during the subsequent fall term.

EL 500, EL 520, EL 560 Special Projects (Fall, Spring)

THESES AND ESSAYS

Students who are interested in writing a critical or creative thesis (two terms) or essay (one term), and who have completed the prerequisite courses (either a junior or senior seminar, or two 300-level writing workshops) should elect either EL 700, EL 701, EL 710, or EL 711. Proposals should be discussed with a department faculty member who might serve eventually as an adviser or reader for the project, and brief descriptions should be submitted to the department office a week before registration. Sections may include seminars, workshops, and tutorials; the staff member identified with each will serve as general adviser and as coordinator for students and individual project advisers. Students should register each term for the appropriate section described below. Students who are undecided as to whether to undertake a thesis or essay should register for an essay (EL 700 or EL 701), which can be converted to a thesis if work is proceeding well during the first term.

EL 700 Senior Essay: Critical Writing (Fall, Spring)
Discussions, workshops, tutorials for those undertaking one-term projects in literary criticism or analysis. (Staff)

EL 701 Senior Essay: Creative Writing (Fall, Spring)
Discussions, workshops, tutorials for those undertaking one-term projects in the writing of fiction, poetry, or nonfiction. (Mr. Parini and Staff)

EL 710 Senior Thesis: Critical Writing (Fall, Spring)
Discussions, workshops, tutorials for those undertaking two-term projects in literary criticism or analysis. (Staff)

EL 711 Senior Thesis: Creative Writing (Fall, Spring)
Discussions, workshops, tutorials for those undertaking two-term projects in the writing of fiction, poetry, or nonfiction. (Mr. Parini and Staff)

EL 720 Senior Comprehensive Program (Winter)
Reading and discussion of selected texts in seminars, panels, symposia, and tutorials with evaluation through papers, oral presentations, and a written examination. Required of all English majors. (Staff)

PROGRAM IN ENVIRONMENTAL STUDIES

Professors: Robert Churchill (geography), Raymond Coish (geology), John Elder* (English and environmental studies), James Larrabee* (chemistry), Andrea Olsen (theatre, dance, and film/video), Burke Rochford (sociology/anthropology), Steven Rockefeller (religion), Stephen Trombulak* (biology and environmental studies), Richard Wolfson (physics); *Associate Professors:* Richard Arthur (philosophy), Christopher McGrory Klyza* (political science; director), Sallie Sheldon* (biology); *Assistant Professors:* Alison Byerly (English), Gregory Lowenberg (biology), Grant Meyer* (geology), Raoul Miller (geography)
**Steering Committee*

The field of environmental studies (ES) explores the relationship between humans and their environment. Students pursuing the ES major work in a variety of disciplines, including biology, chemistry, economics, geography, geology, literature, the performing arts, philosophy, political science, religion, and sociology. The program in environmental studies is designed to provide students an interdisciplinary, liberal arts experience that focuses on diverse facets of environmental issues, as well as providing in-depth training in one or more specific disciplines. After graduation students may continue on to graduate school in a number of fields, including environmental studies, environmental law and policy, the physical sciences, resource economics, and writing.

The environmental studies major is an unusually extensive one—fully equivalent to most joint majors. No one who has not made a significant start on the requirements by the end of the sophomore year should plan on majoring in environmen-

tal studies. It is strongly recommended that interested students consult with the director or another member of the Steering Committee before declaring a major in ES.

Required for the Major in Environmental Studies: The ES major is composed of course work in four areas: (1) a set of core courses, (2) an in-depth focus, (3) cognate courses that supplement the breadth gained in the core courses, and (4) the senior-level seminar.

Joint Majors: Students may pursue a joint major with environmental studies and other majors. The other major usually overlaps the student's focus. Those who focus in environmental chemistry, environmental geology, or geography automatically qualify as joint majors. Students in other foci should consult with the director about joint majors. Due to the interdisciplinary nature of the environmental studies major, there is no reduction in course requirements for the environmental studies component of a joint major.

There is no minor in environmental studies.

Program Honors: Seniors may enroll in ES 700 for two or three credits in order to pursue an independent honors project. With prior approval from the director, a 700 project in another department may also qualify an ES joint major for program honors in environmental studies. After public presentation by students of their independent projects, program honors will be awarded to students whose projects are of superior quality (B+ or higher) and whose average in courses taken toward the major is also B+ or higher.

I. Core Courses: Each of the following courses is required. Together they provide an introduction to the perspectives on environmental issues of the natural sciences, humanities, and social sciences.

ES 112 Natural Science and the Environment
EL/AL 113 Visions of Nature
BI 190 Ecology
PS 211 Environmental and Natural Resources Policy

Note: Only those students who have completed all four of the core courses are eligible to enroll in ES 401 or to sign up for ES 700.

II. Foci: Students must complete all of the requirements for one of the following foci. Courses taken within the focus that are not specified must be approved by the student's adviser. Some foci require extensive course work and qualify the student for joint major status. Note that each focus falls in one of four broad groupings.

Environmental Science

Conservation Biology: BI 195; five of the following courses, of which two must be at the 300 level: BI 185, BI 201, BI 202, BI 203, BI 302, BI 310, BI 323, BI 390, and BI 391

Environmental Chemistry: CH 103; CH 104; CH 241; CH 242; CH 270; a 300-level elective; and either CH 400 or CH 700 (This focus qualifies students for joint major status.)

Environmental Geology: Five courses from geology at the 100-300 levels (at least four of which must be at the 200-300 levels); one course at the 400 level; two units of GL 700 (This focus qualifies students for joint major status.)

Environmental Policy and Analysis

Environmental Economics: EC 155; EC 210; EC 365; EC 465; two courses from among EC 325, EC 340, EC 355, EC 428, EC 440, EC 445

Geography: GG 100, GG 150, GG 340; one of the following: GG 310, GG 320, or GG 330; two courses at the 200 level; a 400-level seminar; the senior oral examination in geography (This focus qualifies students for joint major status.)

U.S. Environmental Policy: PS 310; one course in American politics at the 200-300 levels; PS 421; EC 155; EC 365; EC 210 or MA 106 or PY 201

Environmental Perspectives

Human Ecology: SA 103; SA 190; SA 301 or SA 302; one course from among GG 210, GG 211, and SA 307; two area studies courses; two units of SA 710

Literature and Writing: EL 203; EL 204; four courses from among EL 107 or EL 163 or EL 173, EL 360 or EL 365, EL 117, EL 213, EL 214, AL 202, CS 225, and JA 216; either a 400-level senior seminar or a one-semester independent essay

Self-Designed

A student may develop a focus that addresses a subject not represented by existing foci. For example, the focus may emphasize a particular environmental problem, approach, region, or philosophical issue. The proposed course work must strive for depth and coherence, and include courses at both lower and upper levels. Such foci must be approved by the ES Steering Committee.

New foci in environmental education, environmental ethics, international issues, and Latin America and the environment are under development. In addition, a new provisional focus in sustainable agriculture may be taken as a self-designed focus.

Sustainable Agriculture: At least two courses from BI 203, BI 303, BI 323; at least one course from GL 112 or GG/GL 251; at least one course from EC 365 or EC 465; and one course from CH 270, GG 254, GG/GL 255, and PS 310; a required readings class on sustainable agriculture; and a two-unit ES 700 Thesis/Internship with a local farmer or farm organization

Any student interested in one of these areas is encouraged to speak with the director.

III. Cognate Courses: Three of the following courses are required, with the restrictions that (1) at least two courses must be above the 100 level; (2) students focusing in an environmental science (biology, chemistry, or geology) must take all three of their cognates outside of the natural sciences; (3) students focusing in an area other than environmental science must take two of their three cognates as natural science courses with laboratory (these courses are in addition to ES 112 and BI 190); and (4) courses in a student's focus or focus department cannot count as cognates. Laboratory courses are followed by (L).

AL	202	American Literature: 1830-1865
AR	314	The American Landscape: 1825-1865
AR	350	Landscape into Art: Art and the Environment
BI	302	Vertebrate Natural History (L)
BI	323	Plant Ecology (L)
BI	390	Advanced Ecology
BI	391	Methods in Ecology (L)
BI	423	Reproductive Ecology and Conservation of Rare Plants
CH	103	Fundamentals of Chemistry I (L)
CH	104	Fundamentals of Chemistry II (L)
CH	270	Environmental Chemistry (L)
EC	365	Environmental Economics
EC	465	Special Topics in Environmental Economics
EL	117	The History of Nature from Beginning to End
EL	214	The Pastoral
EL	352	Wordsworth and Basho
EL	365	Workshop for Nature Writers
ES	302	Environmental Education
GG	150	Physical Earth Processes (L)
GG	210	Geography of Development
		or
GG	211	Economic Geography
GG	240	Public Policy in the Circumpolar North
GG	250	Arctic and Alpine Environments (L)
GG	254	Weather and Climate (L)
GG	260	Social Aspects of Environmental Issues
GG	320	Geographic Information Systems
GL	112	Environmental Geology (L)
		or
GL	170	Dynamic Earth (L)
GL	161	Elements of Oceanography (L)
GL	201	Bedrock Geology of Vermont (L)
GL	205	Mineral and Energy Resources
GL	211	Mineralogy (L)
GL	251	Geomorphic Processes (L)
GL	255	Surface and Ground Water Resources (L)
GL	296	Geochemistry of the Natural Environment (L)
GL	321	Sedimentary Rocks
MA	106	Introduction to Statistical Science
		or
EC	210	Economic Statistics
		or
GG	300	Spatial Statistics
		or
PY	201	Psychological Statistics
PA	205	Human Nature and Ethics
PA	206	Contemporary Moral Issues
PA	212	Introduction to the History of Modern Science
PA	214	Science and Society
PH	109	Newtonian Physics (L)
PH	110	Electricity and Magnetism (L)
PS	310	American Public Policy
PS	421	Perspectives on the Environmental Movement
RE	239	Faith, Freedom, and Ecology
RE	303	Religion, Ethics, and the Environment
SA	190	The Evolution of Humans and Prehistoric Cultures
SA	307	Social Movement and Collective Action
SA	321	Native Peoples of North America
		or
SA	322	Native Peoples of South America
TH	215	Ecology and the Body

In addition, students may take (1) any winter term course listed as an environmental studies course; (2) the Field Semester for the Study of Sustainable Development and Environmental Protection in Costa Rica (counts as two cognates); or (3) the Center for Northern Studies Semester in Wolcott, Vermont (counts as two cognates). Other off-campus programs may count as one or more cognates upon prior approval of the director.

IV. Senior Experience: All seniors are required to take ES 401, a course devoted to a particular case study and requiring significant interdiscipli-

nary work. Under special circumstances, students may be allowed to take this course in their junior year.

Independent Work: Some foci require independent work in the related department during the senior year. Students with other foci may also elect to do independent work, which may be carried out as a one or more semester project (ES 500 Independent Study). Students must carry out this work under the supervision of a faculty member whose expertise is in the area that best characterizes the project. Students planning to conduct independent work are strongly encouraged to speak with their adviser and the director well in advance of enrolling in ES 500.

Honors Program: Seniors may enroll in ES 700 in order to pursue an independent honors project. See full discussion above.

ES 112 Natural Science and the Environment (Fall, Spring)
We will explore in detail a series of current environmental issues in order to learn how knowledge of principles of biology, chemistry, geology, and physics helps us to identify and understand environmental problems and to shape policies for effective solutions. Topics covered will emphasize transnational environmental issues, including global warming, ozone depletion, species extinction, human population growth, and world food production. 3 hrs. lect., 3 hrs. lab/disc. (First-year and sophomore students may simply enroll in this class at registration, but juniors and seniors will need written permission from the instructor to do so.) (Mr. Wolfson, Mr. Trombulak)

EL/AL 113 Visions of Nature (Fall, Spring)
See English listings for description. (First-year and sophomore students may simply enroll in this class at registration, but juniors and seniors will need written permission from the instructor to do so.) (Mr. Elder, Mr. Mitchell)

PS 211 Environmental and Natural Resources Policy (Fall)
See political science listings for description. (First-year and sophomore students may simply enroll in this class at registration, but juniors and seniors will need written permission from the instructor to do so.) (Mr. Klyza)

ES/TE 302 Environmental Education: A Bioregional Approach (Fall)
Students enrolled in this seminar will also carry out internships in the public schools of Addison County. They will work closely with teachers in designing curricula that integrate natural history, social studies, and the arts in order to foster both an enhanced sense of place and a broader perspective on environmental issues. Among the authors to be read and discussed are Aldo Leopold, Rachel Carson, and David Orr. (ES 112, EL/AL 113, BI 190, PS 211, and permission) (Mr. Elder)

ES 305 Environmental Policy Practice (Fall, Spring)
This course is an independent study program based on work at the Sierra Club's Northeast Regional Office in Saratoga Springs, New York. The course is designed to give the student practical experience in the workings of the environmental policy process. A substantial research paper based on the student's experience at the Sierra Club is required. This course must be taken in conjunction with ES 306. *Note:* Residence in Saratoga is expected. Students may register for two additional courses at Skidmore College in order to earn three or four credits for the semester. (PS 211 and permission) (Mr. Klyza)

ES 306 Directed Readings in Environmental Policy (Fall, Spring)
This course, which must be taken in conjunction with ES 305, is a directed readings course designed to enhance the student's understanding of the policy process in action. The student will do substantial reading on topics such as the role of interest groups in the political process, the connection between public interest groups and their constituents, understanding the workings of Congress, and the role of the media in the policy process. This course will supply the theoretical foundation to complement the more practical understanding developed in ES 305. *Note:* Residence in Saratoga is expected. Students may register for two additional courses at Skidmore College in order to earn three or four credits for the semester. (PS 211 and permission) (Mr. Klyza)

EL/ES 352 Wordsworth and Basho (Spring)
See English listings for description. This seminar is intended for juniors and seniors who are majoring in literature or majoring in environmental studies with an emphasis on literature and writing. In the latter case, ES 112, EL/AL 113, and PS 211 should have been completed prior to enrollment. (Permission) (Mr. Elder)

ES 401 Environmental Studies Senior Seminar (Fall, Spring)
A single environmental topic will be explored through reading, discussion, and individual research. Topics will vary from semester to semester, but will focus on issues with relevance to the local region and with interdisciplinary dimensions, such as temperate forests, lake ecosystems, or public lands policy. The class involves extensive reading, student-led discussions, and a major individual research project. (Senior standing; ES 112, EL/AL 113, BI 190, and PS 211) (Staff)

ES 500 Independent Study (Fall, Winter, Spring)
A one- or two-unit research project on a topic that relates to the relationship between humans and the environment. The project, carried out under the supervision of a faculty member with related expertise, must involve a significant amount of independent research and analysis. (Staff)

ES 700 Senior Honors Work (Fall, Winter, Spring)
A two- or three-unit research project on a topic pertinent to the relationship between humans and the environment. The project, carried out under the supervision of a faculty member, will result in a substantial piece of writing, and will be presented to other ES faculty and students in a public forum. (Senior standing; ES 112, EL/AL 113, BI 190, and PS 211) (Staff)

FRENCH

Professors: Edward Knox (at Middlebury in Paris), Bethany Ladimer, Nancy O'Connor, Carol Rifelj; *Assistant Professors:* Cécile Danehy, Brigitte Humbert, Charles Nunley; *Visiting Assistant Professor:* Mireille Barbaud-McWilliams; *Instructor:* Paula Schwartz; *Visiting Lecturer:* Michel Gabrielli

The French department considers competence in French to be the essential prerequisite to any advanced work in the department. Students awarded a B.A. degree in French are expected to be able to demonstrate proficiency in spoken and written French, as well as familiarity with French literature and culture. Most incoming first-year students who have studied French previously are placed in FR 203 or FR 205, according to their background and ability in French. Beyond FR 205, courses in civilization, literature, and further language study are available at the 200 level and advanced levels (300 and above).

Required for the Major: Total of no fewer than 10 courses, no more than 16.

I. Two introductions to French literature: FR 220, FR 221, FR 227, FR 228, FR 229, or specified courses in Paris; or FR 311 or 491 (Analyse littéraire) in the Middlebury summer French School when offered

II. One course in contemporary French or francophone civilization: FR 230, courses on contemporary France or French civilization in Paris, or equivalent in summer when offered

III. One course in French history: In Paris, FR 330, FR 333 (Histoire de la France), FR 350 (Architecture et urbanisme), or Histoire culturelle et sociale des peuples européens

IV. Three advanced courses in French or francophone literature

V. One unit of senior work: senior seminar (literature or civilization) or senior project (FR 500, FR 700)

Other courses counting for the major include: 1. At the Vermont campus: FR 205, FR 255, FR 341, FR 345, FR 402, among others; certain advanced courses offered during the winter term (with permission of the chair); certain summer 300- and 400-level courses. 2. In Paris: language and linguistics courses; comparative literature (with a major French component); French theatre, cinema, television, or politics.

Students with a College Board AP score of 4 will receive one unit of credit toward graduation if the first course successfully completed at Middlebury is FR 220 or above; students with an AP score of 5 will receive one initial unit of credit toward graduation, and a second unit if the first course successfully completed at Middlebury is FR 220 or above. AP credits may not be counted toward the major.

We expect majors to spend their junior year at the Middlebury College School in France. The year program carries nine units of credit; the semester program carries five units of credit. In order to ensure that students are exposed to a variety of disciplines, no more than five units (full-year program) or three units (semester program) may be counted toward a Middlebury French major. The preliminary session in Paris does not count toward the major but is figured into the G.P.A. as two half units. Most courses in France will be at the 300 or 400 level.

During the senior year, students must take at least two advanced courses in French at Middle-

bury, including one senior seminar or unit of independent work.

Required for a Joint Major: A minimum of seven courses, including two from category I above, one from categories II or III above, two advanced courses in literature, and senior work to be determined individually. At least one advanced course in French must be taken during the senior year.

Required for a Minor in French: Five or six courses at the level of FR 205 and above, including: two courses from category I; FR 230; one course at the 300 level or above. They may include courses taken at the School in France (maximum of one from the semester program; two from the full-year program).

Senior Independent Work: Upon completing at least two 300-level courses in the department, majors who are well prepared and who have an average in French of B+ or better may receive permission to do independent work during their senior year. They may consider various formats: an essay or project (FR 500, one semester) or a thesis (FR 700, semester and winter term). Independent work may also be undertaken in the context of a course or be linked to a teaching internship.

To undertake an FR 500 or FR 700 project, students should consult the departmental guidelines and present their proposals well in advance of registration for the semester when the work is to be done.

Honors: The department will award Honors, High Honors, or Highest Honors on the basis of a student's work in the department and performance in senior independent work approved in advance by the department.

The School in France: Middlebury offers both year and semester programs in Paris. Qualified students from any academic department may apply. Spaces in the semester program are limited; only students with valid academic reasons for not spending the full year in France may be considered for the semester program. Students who are interested in studying abroad—who are double or joint majors, international majors, or who plan on participating in the teacher education program—should consult the appropriate advisers as early as possible to avoid any conflicts in requirements. Students may earn credit for one course per semester in France toward a concentration or a minor in French. They should in any event contact the French foreign study adviser before registering for their sophomore year.

The following are just a few of the courses available through the Middlebury program for juniors in Paris over the last few years:

Université de Paris X—Nanterre
(full-year or semester courses):
Introduction à la linguistique
Panorama de la littérature française
Le rêve et l'écriture
Littératures africaine et antillaise
Le thème de l'exil
Analyse de films
Le cinéma africain francophone
Initiation à l'art médiéval; moderne; contemporain
Art grec; Art byzantin; Arts d'Afrique
Histoire médiévale
Nation, nationalité, et nationalisme en Europe au XXème siècle
Also courses in philosophy, sociology, religion, English and American literature

Middlebury in Paris (semester courses):
Parole et communication
Paris et sa région dans la littérature française
Architecture et urbanisme de Paris
La France: de l'Absolutisme à la Révolution et à l'Empire
La France: XIXème et XXème siècles

Institut d'Etudes Politiques (mostly full-year courses):
Institutions, partis politiques, et société en France aujourd'hui
Politique économique de la France
Histoire sociale et culturelle des peuples européens au XXème siècle
Politique comparée
Les grandes lignes de partage du monde contemporain
Courses in international and European economics at the Faculté Libre d'Economie et de Droit are also available.

Students planning to participate in the program in Paris must have completed two full years of college credit at the time they undertake their study abroad; they must have taken at least one course beyond FR 205 by the spring before going to Paris; and they must have an overall average of at least B and an average in French of at least B. We expect all applicants to demonstrate their commitment to French and maintain their fluency by continuous study of French from the time of their enrollment at Middlebury, and to maintain their academic level if they are accepted. Students applying for a semester only are required to take FR 230. Applications for admission to the School in France, whether for the full year or one semester, should be submitted by January 31, if possible.

COURSES IN ENGLISH

The courses listed below are offered in English; they may not be counted toward a major in French.

[FR 120 Women Writers in France (CW)] LIT EUR

[FR/WS 200 Women and Fascism] HIS EUR

FR 341/TH 241 French Cinema (in English)
The section taught in French may count towards the major (see below). **ART EUR**

COURSES IN FRENCH

FR 101 Intensive Beginning French (Winter)
An introduction to listening, speaking, reading, and writing in French, providing the syntactic and semantic foundation of the French language in a concentrated program of grammar presentation, drills, laboratory work, and discussion. Primary emphasis will be placed on the student's active use of the language. This course is for students who have not previously studied French. It does not fulfill the foreign language distribution requirement. Normally, students are expected to continue with FR 102 after successfully completing FR 101.
(Ms. Humbert, Mr. Nunley)

FR 102 Beginning French (Spring)
Continuation of FR 101, dealing with more complex French. Oral skills are stressed. This course does not fulfill the foreign language distribution requirement. (FR 101) (Mr. Nunley)

FR 203 Intensive Intermediate French (Fall, Spring)
An active and intensive review of French grammar for students having had good beginning level training in French. We will work not only to perfect mastery of the structures of the language with practice of writing and reading, but also to develop oral comprehension and production skills. The course meets five times a week. (FR 102 or placement) **LNG** (Ms. Danehy, Ms. Humbert, Ms. O'Connor)

PREREQUISITES TO THE MAJOR

FR 205 Toward Liberated Expression (Fall, Spring)
A course designed to increase and perfect the ability to express oneself in spoken and written French. Emphasis on precision, variety, and vocabulary acquisition. Sections limited to 15 students. (FR 203 or placement) This requirement for the major and the minor may be satisfied by placement at a higher level. **LNG** (Ms. Danehy, Ms. Humbert, Ms. Ladimer, Ms. Rifelj)

FR 220 Introduction to the Study of French Literature I: Between Self and Society (Fall, Spring)
We will study a limited number of texts by major authors from the Renaissance to the French Revolution. Emphasis on close readings of the texts (including prose, drama, and poetry) with the purpose of developing critical vocabulary and writing skills. Reflections on French history will help to understand the social forces at play from the Renaissance through the Enlightenment. Authors read may include the poets of the Pléiade, Corneille, Racine, Molière, Prévost, Voltaire, Rousseau. While students are urged to take FR 220 and FR 221 in chronological order, they are not required to do so. (FR 205 or placement; third- and fourth-year students by permission only) **LNG LIT EUR** (Ms. Danehy, Mr. Gabrielli, Ms. Barbaud-McWilliams)

FR 221 Introduction to the Study of French Literature II: From Romanticism to Modernism (Fall, Spring)
This course examines texts by major authors from the postrevolutionary period to the recent past. Emphasis on close readings of the texts (including prose, drama, and poetry) with the purpose of developing critical vocabulary and writing skills. The course is also designed to acquaint students with the social circumstances that determined the esthetic movements that marked the period: romanticism, realism, symbolism, surrealism, and existentialism. Authors may include Hugo, Balzac, Flaubert, Baudelaire, Gide, Camus, Sartre. This is a continuation of FR 220. While students are urged to take the courses in chronological order, they are not required to do so. (FR 205 or placement; third- and fourth-year students by permission only) **LNG LIT EUR** (Ms, Humbert, Ms. Ladimer, Mr. Nunley, Ms. O'Connor)

[FR 227 Introduction to French Poetry] LNG LIT EUR

[FR 228 Introduction to French Theatre] LNG LIT EUR

[FR 229 Introduction to French Prose]
LNG LIT EUR

FR 230 Introduction to Contemporary France (Fall, Spring)
An introduction to several major sectors and themes: the family, the school system, social structures, the economy, the political structures and parties. Emphasis on the vocabulary of these sectors, language appropriate to situating them in context, and the ability to analyze documents involving such themes. (FR 205; students may not take this course in their first semester at Middlebury; third- and fourth-year students by permission only) This requirement may also be met by certain courses in Paris, or by an equivalent in the summer French School. **SOC LNG EUR** (Mr. Gabrielli, Ms. Schwartz)

LANGUAGE, LITERATURE, AND CIVILIZATION

FR 255 Improving Writing in French (CW) (Spring)
This course will be devoted to developing the student's ability to write clear, nuanced, and well-articulated French in a variety of modes and formats. Recommended for students who wish more language practice or whose instructors recommend such work before courses at the 300 level. This course satisfies the College writing requirement. (At least one course among FR 220, FR 221, FR 227, FR 228, FR 229, and FR 230; others by permission) **LNG** (Ms. Barbaud-McWilliams)

FR 341/TH 241 French Cinema (Fall)
This course proposes to study two aspects of French cinema: French history through films, and French filmmaking through history. We will examine films dealing with specific eras or events of French history or culture, as well as the major trends of French film history and the evolution of French filmmaking. Directors studied may include Renoir, Truffaut, Godard, Rohmer, Kurys, Besson. The course will be taught both in French and English. Each week, there will be a lecture in English for all students and discussion sessions with two sections: one in English (for students without French language background) and one in French (for French credit, FR 220 or FR 221 or FR 230 or equivalent recommended). **ART EUR** (Ms. Humbert)

FR 345 The Reciprocal Gaze: French and American Perspectives of Each Other (Spring)
For centuries the French and the Americans have gazed at each other—with curiosity, fondness, or mutual antagonism—across the oceanic reflecting mirror. We will examine archetypes, stereotypes, and other by-products of their respective collective and creative imaginations. Do the French love to hate the Americans? How is France represented by Americans over time? To what extent do distortions in the perception of the other reflect crises of national and personal identity? We will explore Franco-American encounters and *rendez-vous manqués* in historical writings, essays, autobiography, and film. Readings will include works by Camus, Baudrillard, Labro, and others. (FR 230 or college semester/year study in France) This course counts towards the French major as an advanced course in civilization. **LNG SOC EUR**
(Ms. Schwartz)

[FR 360 A Walk through the Seventeenth Century]
LNG LIT EUR

FR 361 French Classical Theatre (Fall)
A study of the theatre of Corneille, Racine, and Molière. The course will investigate the dialectics of moral conflict in Corneille's tragedies; Aristotelian catharsis and Jansenist pathos in Racine's tragedies; the aesthetic and social meanings of Corneille's and Racine's reinscriptions of Greco-Roman ideals, virtues, and "heroes"; the limits of social criticism in Molière's satires; and the interplay between culture and power that delimited the social rule of theatre in French society and in the courts of Louis XIII and Louis XIV. **LIT LNG EUR** (Ms. Danehy)

FR 362 Women and the Novel of the Ancien Régime (Fall)
This course will consider selected novels and stories from Perrault's fairy tales through Laclos's *Liaisons Dangereuses,* including texts by Madame de Lafayette, l'Abbé Prévost, and Diderot. We will examine them in the historical and cultural context of the Ancien Régime and study the ways their narrative forms, style, and themes structure their vision of women. What appears to be woman's place and function in the social and intellectual contexts of the 17th and 18th centuries? **LIT LNG EUR** (Ms. Rifelj)

[FR 363 Classicism and Baroque]
LNG LIT EUR

[FR 375 The Individual in Society in the Nineteenth-Century Novel]
LIT LNG EUR

FR 379 Poetry and Painting in France, 1850-1950 (Spring)
In this course we will study the relationship between poetry and painting from about 1850 to 1950. Romanticism brings the arts together in redefining the role of the artist and of the creative process. We will examine poets who paint (Hugo, Gautier) and see how their art influences their poetry, before focusing on Baudelaire (his fascination with Delacroix, the visual aspect of his poetry, Manet's resemblance to him). Surrealism will introduce us to poets and painters working together toward a complementary creative expression (for example, Eluard and Man Ray) in which the metaphor is experienced similarly in poetry and in painting. (FR 221 or 227 recommended) **ART LIT EUR**
(Ms. Barbaud-McWilliams)

FR 380 The Twentieth-Century Novel from Proust to Duras (Spring)
In this course we will read works by Proust, Gide, Breton, Camus, and Duras to determine how each writer redefines the literary enterprise in terms of a unique, distinctly modern sensibility. Such works will allow us to explore a wide variety of issues ranging from autobiography and fiction that is gender-distinct, to ethical questions and experimentation in form. We will pay particular attention to the ways in which each novelist makes use of the genre's inherent "lawlessness" to articulate the capricious nature of such notions as "self" and "reality." (FR 221 recommended) **LIT LNG EUR**
(Mr. Nunley)

[FR 382 Living Literature, Writing Life: Autobiography in the Twentieth Century]
LIT LNG EUR

[FR 385 Writing the Self, Writing the Nation: Personal and National Identities in Popular French Fiction]
LNG LIT EUR

[FR 387 Twentieth-Century Drama]
LIT LNG EUR

[FR 402 Study and Production of a Play]
LNG EUR

FR 500 Independent Project (Fall, Spring)
Qualified students may be permitted to undertake a special project in reading and research under the direction of a member of the department. Students should seek an adviser and submit a proposal to the department well in advance of registration for the term in which the work is to be undertaken. FR 500 projects or essays proposed by senior majors for departmental honors must be approved by the department as a whole. (See requirements above.)
(Staff)

FR 700 Senior Research (Fall, Winter, Spring)
For senior majors who are candidates for departmental honors. Students should seek an adviser and submit a proposal to the department well in advance of registration for the term in which the work is to be undertaken. FR 700 essays and projects must be approved by the department as a whole. (See requirements above.) (Staff)

FR 704 Senior Seminar in Civilization: "I Eat, Therefore I Am: Food and Culture in France" (Fall)
What's in a meal? Recent studies by historians and anthropologists show eating practices to be a function of culture. For the French, in particular, cuisine and gastronomy are a treasured part of national heritage and cultural identity. What does the organization of the eating ritual say about them? How do eating and drinking structure time? What does food have to do with class, gender, time, and space? Works from a range of interdisciplinary perspectives will inform our study of French society through its singular approach to the culture of the table. Readings by Brillat-Savarin, Barthes, Zola, and others. (Senior majors/permission)
(Ms. Schwartz)

FR 705 Senior Seminar in Literature: Exiles and Expatriates in French Literature (Spring)
To know and embrace a given culture from within, be it that of a nation, social class, ethnic group, or gender, is often to ignore or forget its distinctive features. We will examine examples of characters who recognize their difference, their "singularity," and who either consciously choose to abolish it, or who just as consciously refuse to be assimilated and choose to remain "other." Readings may include:

Montesquieu, *Les Lettres persanes;* Voltaire, *L'Ingénu;* Marivaux, *Le Paysan parvenu;* Mme de Graffigny, *Lettres d'une Péruvienne;* Mme de Duras, *Ourika;* Stendhal, *Le Rouge et le noir;* Camus, *L'Exil et le royaume.* (Ms. O'Connor)

GEOGRAPHY

Professors: Robert Churchill, Ronald Liebowitz; *Associate Professor:* Tamar Mayer (chair); *Assistant Professor:* Malcolm Cutchin; *Visiting Assistant Professor:* Guntram Herb

Geography is concerned with describing and explaining spatial patterns and with understanding the processes by which spatial forms change through time. In pursuing these concerns geographers carry out their studies in many different cultures and environments. Consequently, there is a strong emphasis upon international as well as regional and local studies. The diversity of economic, social, political, and physical variables involved in spatial studies also creates many interdisciplinary links. Because geography has a tradition of service to society, geographers serve as policymakers in business and in local, state, and national governments, addressing issues in resource use, planning, transportation, and a variety of problems related to the spatial organization of society.

In cooperation with the Center for Northern Studies, the department also offers a course of study that focuses on physical environments of the Arctic and Subarctic and on resource use, community development, and related problems in the Circumpolar North. The Center offers field-oriented study for students in residence at its facilities in Wolcott, Vermont. Work at the Center is complemented by courses offered by the geography faculty at Middlebury.

Required for the Major: All students who elect to major in geography must complete GG 100, GG 150, MA 106, GG 310, GG 320, GG 340, four other 100-level or 200-level elective courses—including at least one elective in human geography (numbered below 250) and one in physical geography (numbered above 250), and one 400-level seminar. The 200-level electives and the 400-level seminar must be selected in consultation with and approved by the major adviser. Also in consultation with the adviser, students must include at least one additional cognate course in mathematics or computer science. For students interested in circumpolar studies, the four-course electives requirement may be satisfied by a semester-in-residence at the Center for Northern Studies.

Minors in Geography: GG 100, GG 150, two electives at the 200 or 300 level, one seminar at the 400 level.

Comprehensive Examination: All students who graduate with a major in geography must pass an oral comprehensive examination administered by the department faculty. The exam must be scheduled by the student no later than the second week of winter term and must be taken by the first week after spring break. For February graduates, the exam must be scheduled no later than the second week of the fall term preceding graduation. A student who fails can schedule a reexamination at a later date. There is no limit to the number of times reexamination can be scheduled, but in no case will the major be conferred without successful completion of the examination.

Departmental Honors: Students who seek to earn honors are required to maintain a B+ average in the major and either: (a) earn honors on the comprehensive exam, or (b) write a thesis. For students electing to write a thesis, a proposal must be submitted to the department for approval prior to the term in which the thesis is to be written. If the proposal is approved, the student may register for GG 700. After an evaluation of the thesis, honors are conferred or denied on the basis of the grade assigned to the thesis.

International Major: Beginning with the class entering in the summer of 1995, qualified students may pursue an international major in geography. The international major enables students to complete the B.A. degree in two summers and three academic years. Interested students should consult with Professor Ronald Liebowitz, the international major adviser.

GG 100 Geography: A Modern Synthesis (CW) (Spring)
An examination of the foundations of modern geography. Emphasis is placed on the spatial organization of human society and people's relation to the environment. The geographic dimensions of current urban, national, and world problems are stressed. 3 hrs. lect., 3 hrs. lab; open only to first-year students and sophomores. 3 hrs. lect., 3 hrs. lab. **SOC** (Mr. Cutchin)

GG 110 Geographic Perspectives on Contemporary World Issues (Fall)
The course analyzes the regional significance and spatial variation of major global issues such as pov-

erty, war, scarcity of resources, environmental degradation, population growth, hunger, and AIDS. Its primary goal is to understand *how* and *why* regional variations occur, and the implications of those variations. World System Theory and other geographic concepts will be used to explain the processes and dynamics that create the complex modern world around us. Students will develop their own solutions to several contemporary world issues in a special "global initiatives" project. 3 hrs. lect., 1 hr. disc. **SOC OTH** (Mr. Herb)

GG 120 The Power of Maps (CW) (Fall)
From earliest time, people have made maps to show what was theirs and to take what wasn't. Maps have been synonymous with power from the Renaissance, when geographic knowledge was deliberately falsified, through the Cold War when maps were manipulated to shape perceptions of the other side. Maps have been critical to some of our most humanitarian efforts, but ironically, the technology that enables emergency response systems also guides weapons. Through examples like these, this course explores maps as windows to the societies that make them and examines modern technologies in historical contexts. More broadly, the course introduces fundamental issues in geography and social science. 3 hrs. lect./disc. **SOC HIS** (Mr. Churchill)

GG 150 Physical Earth Processes (Fall)
Introduction to the basic scientific principles that determine the nature of the landscape today. This course is an excellent way to gain understanding of science using examples from the global environment. Lectures stress an understanding of large scale processes of landscape change, climate, and human influence on the physical environment. Emphasis is placed on new techniques for understanding development and change in natural systems. Laboratory and field problems are included as an integral part of the course. 3 hrs. lect., 3 hrs. lab; open only to first-year students and sophomores or by permission. **SCI DED** (Staff)

GG 206 Social Aspects of Environmental Issues (Fall)
This course examines the development of environmental conservation in the U.S. and in lower developed countries. The third of the course deals with historical approaches and cultural responsiveness to the environment, the perception of wilderness, and the history of the conservation movement. The second part deals with specific issues including national parks and forests, water, energy, acid rain, and toxic waste. The final part of the course focuses explicitly on environmental conservation in lower developed countries. Issues of war and the environment, development and underdevelopment, and population and resources are covered. 3 hrs. lect., 1 hr. disc. **SOC** (Ms. Mayer)

GG 210 The Geography of Development (Spring)
An examination of development and underdevelopment from a geographical perspective. Topics to be discussed include problems of regional growth and inequality, the role of urbanization in development, international trade and development, regional development planning, and environmental constraints and problems. 3 hrs. lect., 1 hr. disc. **SOC OTH** (Ms. Mayer)

GG 211 Economic Geography (Fall)
This course examines the patterns, processes, and consequences of economic activity from a geographic perspective. We will work toward an understanding of the role of space, place, and human behavior within urban, regional, national, and global economic contexts. In addition, we will study forces that shape and reshape economic landscapes at these different scales. Topics will include: technological change, "flexibility" and the restructuring of economic activity, transnational corporations, the role of governments, and environmental issues. 3 hrs. lect. **SOC** (Mr. Cutchin)

GG 212 Urban Geography: Patterns, Problems, and Policies (Spring)
The focus is geographical analysis of urbanism and urbanization, including the structure and mechanics of urban space-economy. Particular attention is placed on significant problems of cities in both the developed and underdeveloped world and on policies for addressing these problems. 3 hrs. lect./disc. **SOC** (Ms. Mayer)

[GG 213 Population Geography]
SOC DED

GG 214 The Geography of War (Fall)
Whether it is maps employed in the defense of the Han dynasty in the second century B.C. or the logistic support for cruise missiles in the Gulf War, geography has always been associated with war and the exercise of power. The course will examine how geography and geographers were involved in the propagation, justification, and administration of territorial conquest and control. Students will be

actively involved in unraveling the story of geography and war through group research projects on different wars. The findings of these projects will be presented in an exhibition at the end of the semester. 3 hrs. lect. **SOC HIS OTH** (Mr. Herb)

GG 215 Political Geography (Spring)
Political relations within and between states do not occur in a vacuum. Rather, they are rooted in a specific and tangible geographic context. Political geography examines the interactions between this context and political processes at various geographic scales, ranging from the local to the global level. This course will focus primarily on the state and international level and will address issues such as the territorial exercise of power, state formation, nationalism, geopolitics, and international conflicts and cooperation. 3 hrs. lect., 1 hr. disc. **SOC** (Mr. Herb)

GG 216 Medical Geography (Fall)
Diseases and the human responses to them—public health measures and medicine—create challenges to, and are important features of, any society. This course introduces major disease and medical care principles and issues, and the pertinence of geography to understanding related problems. The course is organized into three sections: the first includes an examination of the patterns, causes, ecology, and diffusion of disease; the second focuses on the relationships among development, environmental change, and health; and the third deals with medical care and associated geographic issues. 3 hrs. lect., 1 hr. disc. **SOC DED** (Mr. Cutchin)

GG 220 Geographical Perspectives on the Middle East (Spring)
This course examines the Middle East from a geographical perspective with emphasis on environmental, historical, and political underpinnings of the region. It will examine the changing roles of city and village under the impact of modernization and structures of historical and contemporary political geography. Of special importance will be the role of "territory" in the making of this region: politically, economically, and socially. 3 hrs. lect. **SOC OTH** (Ms. Mayer)

[GG 222 The Political Geography of Russia]
Next offered in fall 1997. **SOC OTH**

GG 223 Geographic Perspectives on European Integration (Spring)
The course focuses on the geographic context of attempts to create a United Europe. After addressing the physical and human characteristics that define Europe, we will look at the European Union's integration process and the fragmentary tendencies it must overcome. We then will extend our inquiry to other geographic scales, investigating the regional units within Europe and examining the argument that geographic regions are the real driving force behind the development of continental-sized entities such as NAFTA and the EU. Finally, at the international level, we will investigate the role of Europe in the current global geopolitical and geoeconomic situation. 3 hrs. lect. **SOC EUR** (Mr. Herb)

GG 240 Public Policy in the Circumpolar North (Spring)
This course examines the evolution of public policy in the Arctic and Subarctic. We will follow the expansion of southern populations and institutions into the North from the early periods of exploration, whaling, and the fur trade, to the more recent era of extractive industries and defense installations. Impacts—political, economic, cultural, and environmental—of southern-based policy and activity on the native peoples of the North will be considered. Central to the course will be issues of land rights, resource use, self-determination, and the underlying conflicts in the perception of the North as homeland and frontier. 3 hrs. lect., 1 hr. disc. **SOC OTH** (Staff)

GG/GL 251 Geomorphic Processes (Fall)
See geology listings for description. **SCI DED** (Mr. Meyer)

GG 252 Arctic and Alpine Environments (Spring)
This course provides an introduction to the physical and biological characteristics of Arctic and Alpine environments. A systems approach is used to study climate, glaciation, geomorphology, and soils. The biota and ecosystems of the tundra, boreal forest, and polar seas are treated. Attention is also paid to the methods by which research in these areas is conducted and to the nature of field logistics in harsh climates. Field excursions are an integral part of the course. 3 hrs. lect., 3 hrs. lab. **SCI DED** (Staff)

[GG 254 Weather and Climate]
Next offered in spring 1998. **SCI DED**

GG/GL 255 Surface and Ground Water (Spring)
See geology listings for description. **SCI DED** (Mr. Meyer)

GG 310 Fundamentals of Cartography (Spring)
An introduction to the compilation, design, production, and use of maps with emphasis on both the practical and theoretical aspects of cartographic representation. Various data sources, including enumerative statistics, remote imagery, and maps, are used as bases for compilation of a variety of general and thematic maps (e.g., outline maps, hazard risk maps, land-use maps, and statistical surfaces). 3 hrs. lect., 3 hrs. lab. **DED SOC** (Mr. Churchill)

GG 320 Geographic Information Systems (Fall, Spring)
This course introduces the structure, concepts, and application of geographic information systems (GIS): computer-based systems designed to process large spatial databases. The productive use of GIS technology in the physical and social sciences, environmental management, and regional planning is investigated through a variety of applied exercises and problems. 3 hrs. lect., 3 hrs. lab. **DED SOC** (fall: Mr. Churchill; spring: staff)

GG 340 Explanation in Geography (Fall)
This seminar begins with an exploration of the philosophical underpinnings of contemporary geography. Investigation of the relations among paradigms, objectives, and methods provides a transition to more explicit consideration of research methodologies, which includes problem definition, research design, analytical models, and data collection. **SOC** (Mr. Herb)

GG 400-level Seminars
Seminars provide the advanced student with an opportunity to pursue particular research areas in depth. They require intensive writing and reading of the relevant literature. Nine seminars are identified: development, economic, urban, population, political, medical, geographic information systems (GIS), topics in Russian geography, and physical. More specific seminar descriptions will be provided prior to each registration period, depending upon which seminars are being offered that year.

GG 410 Seminar in Geography of Development: Women in Development (Fall)
This course is aimed at understanding the effects that development has had on women in the Third World. The course explores colonial/neocolonial dynamics, women's participation in the local and global economy, the impact of changing food production on women, and changes in the sexual division of labor. We will also examine issues such as family planning, sexuality, home work, and political participation. (GG 210 or permission)
(Ms. Mayer)

[GG 411 Seminar in Economic Geography: Corporate Organization and Geographical Change]

[GG 412 Seminar in Urban Geography: Women in the City]
Next offered in fall 1997.

[GG 413 Seminar in Population Geography]

[GG 415 Seminar in Political Geography]

GG 416 Seminar in Medical Geography: Medicine in Space and Place (Spring)
This seminar is about the interplay among medical care, space, and place. Topics for study and discussion include the historical-geographical development of medical care, variation in medical care systems, differences in medical care availability, the geography of mental health care, and the evolving medical landscape. Throughout the seminar, the focus will be on the ongoing role of space and place within the web of economic, social, political, cultural, and behavioral components of medical care.
(Mr. Cutchin)

GG 420 Seminar in Geographic Information Systems and Cartography (Spring)
This seminar explores the dimensions of geographic information systems (GIS) as a structured set of tools for analysis and research and in broader context, as a potential force in science and society. Specific issues include the value and validity of GIS, the educational impact of visualization and related technologies, and new spatial contexts emerging from developments in GIS. In addition to critical reading and discussion, participants will complete applied problems designed to engage these issues. (GG 320 recommended) (Mr. Churchill)

GG 422 Seminar in Russian Geography: Russian Nationalism and the Future of the Russian State (Fall)
This seminar will focus on the nationality question in Russia. It will assess the changing concept and role of nationality since the breakup of the former Soviet Union. Topics to be covered include: the relationship between nationality and territory; the *Soviet* nationality question; the legacy of the Soviet period on national relations within Russia; the political geography of Russian nationalism; the economics of nationalism; and finally, given the national composition of Russia, the viability of the "Russian" state. (Permission) **SOC OTH**
(Mr. Liebowitz)

GG 450 Seminar in Physical Geography (Fall)
This seminar examines the influence of glaciers and environmental changes on the global landscape during the Quaternary ice ages over the last two million years. In order to understand the nature and extent of these changes we will examine techniques of paleoenvironmental reconstruction, dating methods, and climate modeling. In addition to the study of climates from the past, the group will apply the same techniques to prediction of future global change. Critical reading of technical literature will develop from the instruction of basic principles in class, enabling students to judge the veracity of many aspects of current environmental debate. (GG 150 or permission) (Staff)

GG 500 Research in Geography (Fall, Spring)
(Staff)

GG 700 Senior Research (Fall, Spring)
(Staff)

PROGRAMS AT THE CENTER FOR NORTHERN STUDIES

The Center for Northern Studies is located in Wolcott, Vermont, about 75 miles northeast of the College, in a substantially snowier and more rigorous climatic zone. While at the Center, students reside together in nearby country homes. All students who wish to attend a semester-in-residence program must apply to the Center for Northern Studies well in advance of the semester. Winter term-in-residence at the Center is available to all students who attend the fall term preceding or the spring term following or by departmental permission. Applications may be obtained from the geography department. There is no additional cost to Middlebury students who enroll in a full semester-in-residence program or the winter term-in-residence at the Center.

Fall Semester-in-Residence
The fall term at the Center introduces students firsthand to Arctic and Alpine environments, cold ocean coasts of the Northeast, and environmental analysis techniques. The semester begins with an extended field trip to Newfoundland and Labrador with the Center faculty. Students in residence complete the following courses.

NE 310 Quaternary Studies: Paleoenvironment and Prehistory of the Circumpolar North (Fall)
This course explores the geomorphic, climatic, and biological phenomena of the Quaternary Period. In addition, methods for dating the past and reconstructing past environments, animal migrations and extinctions, and implications for the culture and spread of early human populations will be examined. **SCI** (Mr. Young)

NE 330 Indigenous Cultures of the Circumpolar North (Fall)
This course offers an ethnographic introduction to traditional circumpolar cultures. In general, the focus of the course will be on the interrelationship of culture and the northern environment. Students begin with a general survey of Arctic and Subarctic cultures of Old and New Worlds, followed by an examination of selected topics, including subsistence settlement systems, trade, social structure, and conflict resolution. The course ends with an examination of processes and problems of European contact and acculturation. **SOC OTH** (Mr. Cox)

NE 340 Polar Biota I: Flora (Fall)
This course begins with field identification of northern flora during a three-week field trip to Newfoundland and Labrador. In the classroom and local environment of Vermont, the classification, evolution, distribution, and community ecology of northern vegetation will be studied, with emphasis on vascular plants. **SCI** (Mr. Young)

NE 360 The Political Economy of Resource Management (Fall)
The management of natural resources in the Arctic and Subarctic presents a unique set of problems. In addition to the characteristics of the environment,

social, cultural, political, and legal factors impose their own requirements. This course is an intensive look at problems in the management of significant natural resources in Canada and Alaska. **SOC OTH** (Mr. Flanders)

Winter Term-in-Residence
All students who have been in residence at the Center the previous fall term, or who spend the subsequent spring term in residence, may enroll in winter term at Wolcott. In addition, up to five students not otherwise enrolled at the Center may attend winter term-in-residence there; registration is handled through the department of geography. Limited spaces are available.

NE 350 Winter Ecology (Winter)
Among the most important challenges to polar organisms are intense seasonal change of conditions, intense cold, limited energy resources in the environment, and the establishment of long-term snow and ice cover. These factors have provided selection pressure for a remarkable series of adaptations by polar organisms. This course examines the physiological, anatomical, and behavioral adaptations of polar plants and animals to winter and seasonal conditions in both terrestrial and aquatic ecosystems. Lab: The course is taught largely in an intensive lab and field work format. Topics include the observation of animal behavior, including radio tracking, the nature of cell adaptation in plants (and some animals) to below freezing temperatures, the behavior of aquatic ecosystems under thick ice cover and low light penetration, and the means by which organisms have adapted to the presence of a deep snow cover. **SCI** (Staff)

Spring Semester-in-Residence
The spring term at the Center emphasizes social sciences, northern policy studies, community development in the North, and related contemporary problems. This term also includes several field excursions, normally in the second half of the semester. Courses that students complete during the spring semester-in-residence are described below.

NE 315 Northern Archaeology (Spring)
This course combines an introduction to the discipline of archaeology with an examination of northern prehistory. Using case studies from northern archaeology, the goals, techniques, and theory of archaeological research will be discussed. Students will learn techniques for reconstructing northern prehistoric cultural systems using archaeological remains. The course will emphasize hands-on study of archaeological materials in the laboratory, and it will conclude with a week of field work on the coast of Maine. **HIS SOC OTH** (Mr. Cox)

NE 325 Polar Biota II: Vertebrate Fauna (Spring)
This course consists of a survey of the fishes, birds, and mammals of the boreal forest, tundra, and northern seas. It will include a consideration of evolutionary relationships, physiological and community ecology, and management concerns. **SCI** (Mr. Young)

NE 370 Arctic Policy Studies (Spring)
The pervasive presence of governments throughout the Circumpolar North makes this region an ideal laboratory for the study of public policy. Focusing on contemporary northern issues, this course applies existing knowledge and seeks new insights concerning the nature of public policy. To provide students with an in-depth understanding of the role of policy in the North, the course focuses on a limited number of topics that vary from year to year. Topics may include: Arctic pollution, international conflict and cooperation, local government, national research priorities, and energy policy. **SOC OTH** (Mr. Young)

NE 380 Community Development in the Circumpolar North (Spring)
The rural communities and villages of the Circumpolar North suffer from a variety of social problems (e.g., large-scale emigration, extensive unemployment, financial insolvency, and high rates of alcoholism). While these problems are especially severe in predominantly native communities, they are pervasive throughout the Circumpolar North. How did these conditions arise, and what can be done to alleviate them? **SOC OTH** (Mr. Flanders)

GEOLOGY

Professor: Raymond Coish (on leave academic year); *Associate Professor:* Patricia Manley (chair); *Assistant Professors:* Kimberly Hannula, Grant Meyer, Michael Wing

The department of geology provides students with an opportunity to experience the methods of science, using geologic examples. In addition, we endeavor to provide students who wish to pursue the field of geology with the opportunity to acquire

basic knowledge and principles, which will equip them for further professional training. With the Green Mountains to the east, and the Adirondacks and Lake Champlain to the west, the environs of Middlebury College afford an excellent setting for study and research in geological, limnological/oceanographic, and environmental science. The curriculum takes advantage of this setting by stressing field-oriented and laboratory-supported inquiry of problems in all facets of earth science, especially petrology, marine geology, tectonics, oceanography/limnology, geomorphology, and environmental geology. Students are encouraged to develop skills for obtaining and interpreting observational data. Since Vermont is a classic area for study of mountain system evolution, one general theme of the program is to relate geological process to the origin and evolution of global tectonic patterns, integrating data from the world's oceans and continental areas. Geology majors have used their Middlebury degree as a stepping stone to graduate school in the geosciences; to industry; to teaching careers; and to careers in environmental science, business, law, and architecture.

The department's introductory courses include: Earthquakes and Volcanoes (GL 104), Environmental Geology (GL 112), The Ocean Floor (GL 142), Elements of Oceanography (GL 161), and The Dynamic Earth (GL 170). These courses introduce students to active research in geology and oceanography and are vehicles for acquiring the basic understanding of processes that have shaped the earth. Students can enter the geology program through any of these courses and may then concentrate in these or other areas, depending on where their interests develop.

Students are expected to have completed at least one introductory-level course before proceeding to more advanced work. Beyond the introductory level, work at the intermediate level takes the form of more advanced 200- and 300-level courses. These courses cover techniques, methods, and processes in both field and laboratory aspects of the various subfields of geology. Senior seminars (400 series) are designed to encourage independent study of specific topics.

Required for the Major: The program for a geology major consists of *11* courses within the department. These must include a 400-level seminar and two units of GL 700 (Senior Research) and may include no more than two courses at the introductory level. Bedrock Geology of Vermont (GL 201) and Mineralogy (GL 211) are strongly recommended. Both courses should be taken prior to, or at least concurrently with, courses at the 300 level. The two-unit thesis (GL 700) is the culmination of the geology major and consists of original research based on field and/or laboratory investigations by the student. Geology majors have considerable flexibility in planning their programs, and thus should consult regularly with their adviser in the geology department.

Geology majors are also required to complete four courses (no more than two in one department) in the cognate sciences of biology, chemistry, mathematics and computer science, and physics. Geology graduate schools require additional cognates, which usually include a minimum of one year of calculus (MA 112, MA 113), chemistry (CH 103, CH 104), and physics (PH 109, PH 110). Students should consult with their advisers for selection of specific courses.

Geology Minor: A total of *five* courses is required. The minor shall consist of one introductory course (either GL 112 or GL 161 or GL 170), plus four higher-level courses, which must include GL 201 or GL 211 and at least one 300-level course. After completing an introductory geology course, students who intend to minor in geology should arrange specific 200- and 300-level courses with the geology chair or designate.

Departmental Honors in geology are based primarily on outstanding work in original research (GL 700), and are related to course grades only in the context of guidelines in the College *Handbook*.

GL 104 Earthquakes and Volcanoes (Spring) Why did Mount St. Helens erupt? When will the next great earthquake occur in California? Designed for nonmajors, this course deals with two of the greatest natural hazards. Topics include recent case histories, the plate tectonic causes for volcanic eruptions and earthquakes, and the art and science of forecasting natural disasters. The course also will explore the rapid evolution of scientific ideas that have led to a coherent theory on all geological processes affecting the planet Earth. 3 hrs. lect. (Students who have completed GL 170 are not permitted to register for GL 104.) **SCI** (Ms. Hannula)

GL 112 Environmental Geology (Spring) Geological processes form the physical framework on which ecosystems operate. We require an understanding of the geological environment in order to minimize disruption of natural systems by human development and to avoid hazards such as floods and landslides. This course is an overview of basic tectonic, volcanic, and landscape-forming pro-

cesses and systems, including earthquakes, rivers, glaciers, and coastal evolution. Environmental effects of energy, mineral, and water resource use and waste disposal are also examined. Field labs study the Bristol delta, Weybridge slump, New Haven River, and other localities. 3 hrs. lect. and disc., 3 hrs. lab/field trips. **SCI** (Mr. Meyer)

GL 142 The Ocean Floor (Spring)
Have you wanted to view the ocean floor from a submersible? It's a dark but dynamic place. The constant interchange between water and sediments has created sedimentary drifts and mudwaves over 500 feet high! Earthquakes cause underwater mud avalanches that travel over 60 m.p.h. Hydrothermal vents along the ocean ridges host a variety of unusual plant and animal life. This course will explore the ocean depths via the classroom and will introduce the development of ocean basins, their evolution, and processes occurring within them. 3 hrs. lect. (Students who have completed GL 170 are not permitted to register for GL 142.) **SCI** (Ms. Manley)

GL 161 Elements of Oceanography (Fall)
Oceanographic exploration is introduced through study of ocean basins and continental margins. The multidisciplinary nature of oceanography is emphasized by using principles of marine geology, geophysics, geochemistry, and biology to address contemporary problems. Techniques of data collection and analysis are taught aboard the College's research vessel (R/V *Baldwin*) located on Lake Champlain. 3 hrs. lect., 3 hrs. lab/field trips. **SCI DED** (Staff)

GL 170 The Dynamic Earth (CW) (Fall)
Sea-floor spreading and continental drift, earthquakes and volcanoes, origin and evolution of mountain systems, and concepts of plate tectonics are viewed in light of the geology and geophysics of ocean basins and continents. Laboratory: field problems in Vermont geology; interpretation of geologic maps, regional tectonic synthesis. 3 hrs. lect., 3 hrs. lab/field trips. One designated lab section fulfills the College writing requirement. **SCI** (Ms. Hannula)

GL 201 Bedrock Geology of Vermont (CW) (Fall)
This course is designed to introduce students to the fascinating geology of New England. Six field problems are studied, involving trips to local areas, and are supported by lectures (combining class and lab time) on classification and meaning of rocks. Emphasis is on descriptive writing and on use of data to interpret origin of rocks. Last few labs are an introduction to fossils. Culminates in a written report on the geological evolution of Vermont. 3 hrs. lect., 3 hrs. lab/field trips. (One geology course) **SCI** (Ms. Manley)

[GL 205 Mineral and Energy Resources]

GL 211 Mineralogy (Spring)
This course covers the nature, identification, composition, and meaning of minerals and mineral assemblages. Introduction to crystallography, hand-specimen identification, optical mineralogy, x-ray analysis, and electron microbeam analysis. Laboratory: study of minerals in hand specimen and under the polarizing microscope; use of x-ray diffraction and electron microscopy in mineral analysis. 3 hrs. lect., 3 hrs. lab. (One geology course) **SCI** (Ms. Hannula)

[GL/GG 251 Geomorphic Processes]
Next offered in fall 1997.

GL/GG 255 Surface and Ground Water (Spring)
Fresh water is the most fundamental resource sustaining life on the continents. This course is an introduction to the study of water and its interactions with the geologic environment. Basic hydrological processes such as precipitation, streamflow, and the subsurface flow of groundwater are analyzed by quantitative methods. Climatic and human-induced changes in the hydrological cycle are examined, and current issues and policies are discussed in light of the increasing demands and impacts of a technological society on water resources and associated natural systems. 2 hrs. lect., 3 hrs. lab. **SCI DED** (Staff)

GL 281 Structural Geology (Fall)
How and why are rocks deformed? Why do faults, folds, and cleavage form? In this course you will learn how to describe deformed rocks geometrically, explain how they become deformed, and suggest tectonic causes for deformation. Laboratory: detailed mapping and interpretation of complex structures in selected field locations; quantitative strain analysis, analysis of geologic maps and cross sections, and the use of stereographic projections to display 3-D orientation data. 3 hrs. lect., 3 hrs. lab/field trips. (A geology course or permission) (Ms. Hannula)

[GL 296 Geochemistry of the Natural Environment]

[GL 301 Plate Tectonics and World Geology]
Next offered in fall 1997.

GL 321 Sedimentary Rocks (Spring)
An overview of the tools used in determining depositional environments and tectonic settings of sedimentary rocks. Lectures cover depositional systems and facies relationships, stratigraphic principles, origin of sedimentary structures and textures. Labs and field trips include methods in sedimentary basin analysis, sedimentary petrology. 3 hrs. lect., 3 hrs. lab/field trips. (GL 201 or GL 211) (Ms. Manley)

[GL 322 Igneous Petrology]
Next offered in fall 1997.

[GL 332 Metamorphic Petrology]

GL 342 Marine Geology (Fall)
The oceans cover over 70 percent of the Earth's surface, but only in the last few decades has extensive investigation of the geology of the Earth beneath the sea been possible. This course will present the results of these continuous investigations. Although the whole field of marine geology will be reviewed, the emphasis will be on marine sediments and sedimentary processes, and the historical geology of the oceans. Laboratory: synthesis of geological and geophysical data concerning a selected region of the ocean, with special emphasis on the results of the Deep Sea Drilling Project. Techniques of data collection and analysis are taught aboard the college's research vessel (R/V *Baldwin*) located on Lake Champlain. 3 hrs. lect., 3 hrs. lab. (GL 161, GL 170, or permission) (Ms. Manley)

[GL 382 Geophysics]
Next offered in spring 1998.

GL 400 Research Seminar (Fall)
The seminar provides research experience at an advanced level in areas such as field techniques, laboratory techniques, geologic literature, and geologic writing. The course meets once a week and students focus on some aspect of geologic research involving stratigraphy, tectonics, geochemistry, structural geology, geomorphology, or modern processes. *GL 400 is required of all geology majors in their junior or senior year.* The seminar is open to others by permission. 3 hrs. disc. or lab. (Mr. Meyer)

GL 500 Readings and Research (Fall, Spring)
Individual or group independent study, laboratory or field research projects, readings and discussion of timely topics in earth and environmental science. (Staff)

GL 700 Senior Research (Fall, Spring)
A two-unit senior program dedicated to original research in geological science, resulting in a written thesis, which must be orally defended. (Staff)

GERMAN

Professors: Michael Geisler (chair), Thomas Huber (at Middlebury in Mainz), Van Horn Vail (on leave fall); *Assistant Professor:* Roman Graf (on leave spring); *Lecturer:* Constance Kenna

The German department provides its students with a thorough training in German language and culture, enabling them to interact freely and easily with German native speakers in all areas of linguistic competency. Students will acquire a fundamental understanding of the social and cultural forces that have shaped German society, as well as the basic skills required for cultural and intercultural analysis.

The integration of the Middlebury program in Germany with the curriculum of the Johannes-Gutenberg Universität in Mainz gives students a unique opportunity to work alongside German students in regular German undergraduate classes. It also significantly broadens choices in pursuing a German major or a double major. Students who choose to attend the Middlebury German School during the summer may use these credits to satisfy part of their major requirements.

The emphasis of the Middlebury German major is on German studies, i.e., the understanding of the major cultural, social, and historical forces that have shaped contemporary German society. Students who wish to specialize in the study of German literature, however, may continue to do so within the framework of the German studies orientation.

Requirements for the Major: Students are normally required to take eight courses above the 200 level, including at least two courses on the 400 or 500 level during their senior year. These must include a senior seminar or project, or honors work.

At the beginning of each term a placement test is administered for incoming students to determine which course would be most suitable for their level of competence. The department expects that majors will spend at least one semester of study in a German-speaking country before graduating. Normally, they will spend one or two semesters at Johannes-Gutenberg Universität in Mainz.

Honors: To be a candidate for honors, students must have an average of at least B in German. Honors work is normally done during a student's last year at Middlebury.

Minor in German: The German minor consists of a sequence of five courses, starting on or above the 200 level. At least three of those courses must be on the 300 level. First-year students who place above the 200 level in the placement test must take at least one 400-level course as part of their minor. One course may be satisfied through Advanced Placement (AP) credit in combination with a departmental placement test. Students who receive AP credit start their minor on the 300 level.

Credit for Advanced Placement is given for scores of 4 or 5, a high score on the departmental placement test, and a placement conference with the student. Students must take at least one advanced course in the department to qualify for AP credit.

Middlebury in Germany

The Middlebury School in Germany is located in Mainz, state capital of the Rhineland-Palatinate, a city with historical roots reaching back more than 2,000 years to Roman times. Today, Mainz serves, among other things, as headquarters of the ZDF, one of Europe's largest television networks. Centrally located, the city provides easy access to Frankfurt/Main, as well as other cultural centers in Germany and neighboring France. The Mainz *Fasenacht*, celebrated each year in mid-February, is famous throughout Germany for its colorful parades.

The Middlebury School in Germany is open to all qualified students, German majors as well as others. Students interested in attending the program in their junior year should consult with the department as early as possible, but *at the latest in the fall of their sophomore year.* Prospective participants in the Mainz program must have completed *at least two courses beyond the 200 level* by the time they go to Germany. They must have an overall average of B or better and at least a B average in German.

Since Middlebury is directly affiliated with Mainz University, a broad range of courses is available to Middlebury students abroad, including offerings in other departments, such as history, political science, or economics. By planning ahead in consultation with their adviser, students may find that they will be able to satisfy a significant part of their German major while studying in Germany, as well as making progress toward a potential second major by taking courses in that area.

Most courses taken at Mainz will count toward the Middlebury German major, provided that they relate to German studies or German literature. However, each course may be counted only once: either toward German or toward another major. Final determination of which courses may be counted toward the German major will be made by the department chair in consultation with the director of studies in Mainz.

The following courses were among those offered by various departments at Mainz during recent years. While the German department cannot guarantee that each of these courses will be available to Middlebury students on a regular basis, they serve as representative examples of the kinds of offerings students may expect:

Lecture Courses

History of the German Novel
German Phonetics
The 1920s: Literature, Art, Music
German History 1815-1870/71
The Democratic Legitimation of Political Systems
German Unification and International Politics

Proseminars

Introduction to Literary Studies
"Talking Heads" and "Egg Heads":
A Literary History of Intellectuals
Women in Nazi Cinema
German Cultural Studies
The Political System of Germany
Economy and Society

GN 101 Beginning German (Fall)

Geared toward quick and early proficiency in comprehension and free expression. Grammatical structures are practiced through group activities and situational exercises (e.g., role-playing games and partner interviews). Active class participation by students is required and will be counted toward the final grade. Since this is an integrated approach, there will be laboratory assignments but no special drill sections. Classes meet six times a week. Students take continuing German as their winter term course. **LNG** (Mr. Graf, Ms. Kenna)

GN 102 Beginning German (Spring)
Continuation of GN 101. Increased emphasis on communicative competence through short oral presentations and the use of authentic German language materials (videos, songs, slides). Introduction to short prose writings and other documents relating to contemporary German culture. Six class meetings per week. (GN 101 plus winter term continuing German 101 or equivalent) **LNG**
(Ms. Kenna, Staff)

GN 201 Intermediate German (Fall)
The course meets four hours a week in sections of about 12 students. Using an interactive discussion format, the course combines a comprehensive grammar review with short readings relating to all aspects of German culture and everyday life. Students will also be introduced to the analysis and interpretation of literary as well as nonliterary texts. **LNG** (Mr. Geisler, Staff)

GN 202 Advanced German (Spring)
The course format is the same as GN 201. Modern German texts will be read and interpreted, and the students will be introduced to the methods of literary analysis. The course will further increase the students' fluency in spoken German and their facility in reading. **LNG** (Mr. Geisler, Staff)

(Prerequisite for all 300-level courses and higher is GN 202 or the equivalent.)

[GN 303 Advanced Writing Workshop (CW)]

[GN 310 German in Its Cultural Contexts]
LNG EUR

GN 311 German Culture since World War II (CW) (Fall)
Introduction to the culture, history, and society of contemporary Germany (East and West). The course draws on a wide variety of texts: short stories, films, television productions, essays, newspaper reports, as well as legal and historical documents. Topics include the reconstruction of Germany after World War II, the 1953 East German Workers' uprising, the 1968 student rebellion, the origins of European terrorism, post-war German art movements, Germany's attempts to cope with the legacy of the Holocaust, and the political and intellectual developments since reunification. Readings by Heinrich Böll, Peter Weiss, Christa Wolf, Peter Schneider, Jürgen Habermas, and others. A limited number of spaces are available in this class to satisfy the College writing requirement. **LNG EUR** (Mr. Geisler)

[GN 312 German Mass Media]
LNG EUR

GN 313 How Grim Are the Grimm Brothers? Rereading Fairy Tales (CW) (Fall)
This course focuses on modern (re)readings of the Grimm brothers' fairy tales. Starting with a discussion of the brothers' lives and the cultural setting at the beginning of the 19th century, we concentrate on contemporary issues in these tales. Various approaches to literature allow us to create many spheres of interpretation. Historical, textual, psychological, and philosophical readings generate an array of possible meanings for modern audiences. A limited number of spaces are available in this class to satisfy the College writing requirement. **LNG LIT EUR**
(Mr. Graf)

[GN/TH 314 German Cinema]
ART EUR

GN 321 Business German and German Business (Spring)
The course begins with an overview of the German economy since World War II. Students are then introduced to the concepts and vocabulary commonly occurring in German business language. An aim of the course is to help students acquire the skills needed to read with understanding and discuss competently the business and economic pages of German newspapers. Emphasis will be on practical examples and oral and written exercises. (One German course above GN 202) **LNG EUR**
(Ms. Kenna)

[GN 330 Rethinking Literature]
LNG LIT EUR

[GN 401 Emergence of German as a Literary Language]
LNG LIT

[GN 402 The Establishment of German as a Literary Language]
LNG LIT

GN 403 From Weimar to Hitler (CW) (Spring)
This seminar will convey a sense of the multitude of forces—artistic, social, political—that combined to shape Germany's first democracy, the Weimar

Republic, a period of intense artistic creativity and political upheaval, spanning the years between the end of World War I and Hitler's rise to power. Discussions will draw on a variety of different texts relating to literature, the arts, architecture, journalism, film, politics, philosophy, and history. Principal authors include Heym, Lasker-Schüler, Brecht, Hesse, Fallada, and Thomas Mann; films by Wiene, Ruttmann, Lang, Riefenstahl, and others. A limited number of spaces are available in this class to satisfy the College writing requirement. **LNG LIT EUR** (Mr. Geisler)

[GN 404 The Battle of the Sexes: Gender in Men's and Women's Writings]
LNG LIT EUR

[GN 406 Romanticism]

[GN 415 "Heimat" and German Identity]
LNG LIT EUR

[GN 420 "America" in the German Imagination]
LNG EUR

[GN 422 Post-World War II Drama]

[GN 431 Berlin: Culture and Literature]

[GN 480 Creating Interactive Text in German]

GN 500 Independent Study

GN 800 Honors Project

HISTORY

Professors: Barbara Bellows, Travis Jacobs, Marjorie Lamberti, David Macey, John McCardell (president), John Spencer (winter and spring), Neil Waters (chair); *Visiting Professor:* James West; *Associate Professors:* Paul Monod, Don Wyatt (vice president for undergraduate affairs); *Assistant Professors:* Darien Davis, Elizabeth Endicott-West, Cassandra Potts, James Ralph, Regina Sweeney; *Visiting Assistant Professor:* Paul Arreola; *Instructor:* William Hart; *Visiting Instructor:* Holly Allen

"A frog that sits at the bottom of a well thinks that the whole sky is only as big as the lid of a pot."—
Vietnamese proverb

The department of history seeks to instill in its majors and in students from other disciplines who sample its offerings the awareness that no effort to make the past meaningful, the present intelligible, or the future conceivable can be divorced from the effort to comprehend change over time. The department encourages the intelligent application of that effort by asking students to regard themselves and their culture as changing entities in a historical continuum—not as the purpose or culmination of the past. Because the culture that surrounds us is rooted in the history of the West, majors are expected to take courses on the European and American past. To develop both a broader perspective on human history and a vantage point from which to reexamine their own past, majors also take courses outside of the geographical confines of the traditional West, and outside of the temporal confines of the last two centuries.

Because the field of history is inherently interdisciplinary, the department makes use of a variety of methodologies in its effort to produce students who can examine, discuss, and write about complex issues with intelligence and lucidity. It emphasizes training in research, critical analysis, writing, and oral expression. These are skills in broad demand in business, government service, international relations, law, and teaching.

Required for the Major in History: Each major must take 12 history courses before graduation, including: (1) at least one course in each of the following four groups: (a) HI 103 or HI 104; (b) HI 203; (c) a course in European history (which may include Russia/Soviet), but not HI 103 or HI 104; (d) a course in the history of Asia, Africa, Latin America, the Middle East, or Russia/Soviet (the same Russia/Soviet course may not count for both requirements c and d); (2) at least two courses from the period before 1800; (3) a reading seminar and a research seminar; (4) a two-semester senior thesis. Winter term senior thesis study will be counted, and one other winter term history course may be counted toward the number of courses necessary for a major in history. With the permission of the department, up to two cognate courses in historical aspects of other disciplines may be counted toward a major in history. Beginning with the Class of 1997 an Advanced Placement (AP) grade of 4 or 5 in a history subject, while supplying two *college* credits, will substitute for only *one* course requirement for the history major. An AP grade of 4 or 5 in American history can substitute for HI 203 and HI 204. However, it will still count as only one credit toward the major requirement of 12 history

courses. If a student with an AP grade of 4 or 5 wishes to take HI 203 for credit, he or she may do so; such a student may not, however, take HI 204 for credit. An AP grade of 4 or 5 in European history can substitute for HI 104, not HI 103.

Students planning to spend all or part of the junior year abroad should consult with the department before the second semester of the sophomore year. Students interested in combining a history major with the teacher education program should ensure, through consultation with both the program and the department, that they will have no conflicts in their schedules.

Joint Major: A student who is a joint major in history and another department must offer a total of at least eight courses in history chosen in consultation with a faculty adviser. Cognates are not allowed. A student must offer at least one course in two of the three subfields, and one course must cover the period before 1800. Ultimately, the choice of courses should depend upon the need for the student's program to achieve an intellectual coherence and integrity. Joint majors must take a reading and a research seminar, and must write a two-term thesis combining the skills of both major disciplines. The department believes that, in many cases, the requirements of a double major are only a little more difficult to fulfill and can prove more intellectually satisfying.

International Major: For students entering Middlebury before the summer of 1995, at least four courses, including the Research Seminar (HI 420-430), on the country of study; four courses in history at a Middlebury School Abroad or an approved equivalent; a two-semester thesis (in English), plus an advanced course in the language department. Minimum of 10 courses.

Beginning with the class entering in the summer of 1995, the structure of the international major has been streamlined to take advantage of Middlebury's summer language programs and enable international majors to complete the B.A. degree in two summers and three academic years. Students wishing to pursue international majors in history should consult Professor Ronald Liebowitz, the international major adviser.

Minors in History: I. European History (five courses): (1) HI 103 or HI 104; (2) three of the following: HI 242, HI 243, HI 244, HI 245, HI 246, HI 247, HI 248, HI 340, HI 349, HI 350, HI 353, HI 354; and (3) one reading seminar in European history: HI 401, HI 402, HI 404, HI 412, HI 403, HI 413, HI 415, or HI 416.

II. American History (five courses): (1) HI 203; (2) three of the following: HI 204, HI 362, HI 363, HI 364, HI 365, HI 366, HI 367, HI 368, HI 371, HI 372, HI 373, and HI 376; and (3) one reading seminar: HI 405, HI 406, or HI 407.

III. Non-Western—(A) Latin American History (four courses): (1) HI 285 and HI 286; (2) one of the following: HI 103, HI 104, HI 243, HI 244, or HI 245; (3) HI 410, HI 411 or HI 428. (B) Asian History (five courses): (1) HI 111 or HI 112; (2) three of the following, including one course each on China and Japan; at least one of the three must focus on the pre-1800 era: HI 231, HI 232, HI 234, HI 235, HI 237, and HI 236; (3) HI 409 or HI 418.

Honors: A student must have at least a 3.2 average in history department courses, have an oral examination on the senior thesis, and receive a grade of at least B+ on the thesis (HI 700).

HI 100-399 Lecture Courses
These courses generally meet for two one-hour lectures and a one-hour discussion section (12-18 students) each week; in addition to examinations, these courses require a formal paper or its equivalent.

HI 401-418 Reading Courses
Unlike the courses below the 400 level, which are primarily lecture courses, these courses are reading seminars on particular periods or topics. They are open to all students, although in cases of overcrowding, history majors will be given priority. (Required of history majors normally before completion of junior year.)

HI 420-430 Research Seminars
The purpose of the research seminar is to introduce the student to methods of research and historical writing. During the first few weeks the student reads in the area of the course and is introduced to bibliographical and methodological problems. During the rest of the course students write a long paper on a subject of their choosing in consultation with the instructor. Only students going abroad for the entire junior year may take the research seminar in the spring of the sophomore year. The research seminar is required of majors in their junior year and is open to others by permission.

HI 700 Senior Independent Study
All senior history majors will write a two-term thesis under an adviser in the area of their choosing. The department encourages students to do their theses

during the fall and winter terms. Further information about the thesis is available from the department.

HI 705 Teaching Assistantship
Teaching assistance in discussion sections of certain lecture courses. Permission of the course instructor and department chair is required.

LECTURE COURSES

HI 103 The Making of Europe (Fall)
This course covers the history of western Europe from the death of Caesar in 44 B.C. to the Peace of Westphalia in 1648 A.D. by focusing on problems of authority within European society. Questions to be explored include: Where should authority lie within the state? What is the relationship between power and law? How should we reconcile the will of the ruler or state with individual conscience? While examining these questions from the Roman Empire to early modern Europe, emphasis will be placed on the use of original sources, and on how historians interpret the past. (Not open to seniors) **HIS SOC EUR** (Ms. Potts)

HI 104 States and Revolutions (Spring)
Most powerful modern states trace their origins to some dramatic upheaval in government and society—a revolution. Where did the idea of revolution come from, and why has it been so important in the formation of national states and identities? This course will focus particularly on the English tumults of the 17th century, on the French Revolution of 1789-94, on the Revolutions of 1848 in Europe, and finally on the Russian Revolution and its worldwide consequences. We will consider what these events may have in common, and whether they represent an age of revolutions that has only recently ended. (Not open to seniors) **HIS SOC EUR** (Mr. Monod)

HI 111 Early East Asia (CW) (Fall)
(Formerly HI 211) This course deals with the civilizations of China and Japan in the centuries before extended contact with the West. The course is more topical than comprehensive, focusing on the philosophical, religious, and social values that defined and linked the cultures of the "sinic zone," and on the characteristics that made them distinct. Topics include Chinese cosmology, Confucianism, Buddhism, the Japanese creation myths, Heian society, and the emergence of the samurai. Recommended for students with little or no background in East Asian history. Limited places available for students to satisfy the College writing requirement. **HIS SOC OTH** (Mr. Waters)

HI 112 Modern East Asia (CW) (Spring)
(Formerly HI 212) This course examines the East Asian region from approximately 1650 to the present. Students are expected to look beyond the confines of the "Western stimulus, Asian response" interpretation of East-West relations; East Asia's encounter with the West is treated as a collision of vastly different, mutually uncomprehending cultural traditions. Limited places available for students to satisfy the College writing requirement. **HIS SOC OTH** (Ms. Endicott-West)

[HI/CL 131 History of Classical Greece]
See classics listings for description. Next offered in fall 1998. **HIS LIT EUR**

[HI/CL 132 History of Rome]
See classics listings for description. Next offered in fall 1997. **HIS LIT EUR**

HI 203 United States History: 1492-1861 (CW) (Fall)
A survey of American political, social, and intellectual developments from the colonial period to the Civil War. Students receiving AP credit in American history *may take* HI 203 for credit. Up to 10 students may use the course to satisfy the College writing requirement. **HIS SOC USA** (Mr. Hart, Staff)

HI 204 United States History: 1861-1960 (CW) (Spring)
An overview of the evolution of modern America from the Civil War to the election of John Kennedy, with special attention to the rise of industrial capitalism and its impact upon politics, economics, and social thought. A continuation of HI 203, but an independent course; there are no prerequisites. Limited places available for students to satisfy the College writing requirement. Students with AP credit in American history *may not take* HI 204 for credit. **HIS SOC USA** (Mr. Ralph, Staff)

[HI 226 Modern Africa] (CW)
Next offered in spring 1998. **HIS SOC OTH**

HI 228 Modern Middle East History (CW) (Spring)
An introduction to the history of the Middle East with an emphasis on the origins and evolution of

the Arab-Israeli confrontation. The course starts with the roots of the conflict in the Jewish diaspora and the European intrusion into the Middle East and continues with an examination of developments in the Middle East since World War II. Limited places available for students to satisfy the College writing requirement. **HIS SOC OTH** (Mr. Spencer)

HI 231 Imperial China (Spring)
(Formerly HI 331) The history of China from her cultural beginnings up to the conflicts with the West in the 1840s and the internal unrest of the 1850s and 1860s. Special attention will be directed toward the social, institutional, and intellectual processes—such as dynastic succession and bureaucratic centralization—that were key constituents in shaping China's traditional period of development. **HIS SOC OTH** (Ms. Endicott-West)

HI 232 Modern China (CW) (Fall)
(Formerly HI 332) The history of China from the mid-19th century to the present. Concentration on the problems of modernization, the rise of Mao as charismatic leader, revolution and the installation of socialism, and the building of an agrarian communist nation-state. Particular consideration will also be given to the contemporary social, political, and economic conditions prevailing in the People's Republic of China. Limited places available for students to satisfy the College writing requirement. **HIS SOC OTH** (Ms. Endicott-West)

[HI 234 The Rulers of China]
(Formerly HI 334) **HIS OTH**

HI 235 The History of Pre-Modern Japan (Fall)
(Formerly HI 335) A study of the cultural, literary, and institutional history of Japan from the earliest times through the establishment of the Tokugawa shogunate. Major themes include the evolution of Japanese aesthetics, warrior ethics, adaptation and "Japanification" of Chinese institutions, imperial legitimacy, and other concepts and processes that set Japan apart from other nations. **HIS SOC OTH** (Mr. Waters)

HI 236 The History of Modern Japan (CW) (Spring)
(Formerly HI 336) The social, intellectual, and institutional milestones in the evolution of Japan from about 1700 to the present. Topics include the transmutation of *bushido* (the way of the warrior) and other Tokugawa values into modern forms, the emergence of nationalism, the road to Pearl Harbor, and the historical roots of the economic achievements of contemporary Japan. Readings will include selections from modern Japanese literature. Limited places available for students to satisfy the College writing requirement. **HIS SOC OTH** (Mr. Waters)

HI/PA 237 Chinese Philosophy (Spring)
(Formerly HI 333) A survey of the dominant intellectual trends in China from the establishment of the earliest orientations to the competing schools of the fifth century B.C. to the adoption and adaptation of Marxist thought. Major early alternatives to Confucian ideology (such as Taoism, Mohism, and legalism) will be stressed. Individuals will be scrutinized with specific reference to their historical contexts; their ideas will be discussed with specific reference to their historical implications. **PHL HIS OTH** (Mr. Wyatt)

[HI 242 Europe in the High Middle Ages]
Next offered in spring 1998. **HIS SOC EUR**

HI 243 Europe in the Renaissance and Reformation (Spring)
The 14th, 15th, and early 16th centuries marked a period of dramatic change in European history. As the medieval outlook broke down under the pressures of plague, economic decline, and religious dissent, European society found itself questioning many of its fundamental assumptions. This course explores the transition between the medieval and modern worlds by focusing on how Europe's political and social institutions adapted to meet the changing conditions. The relationships among late medieval heresies, Renaissance humanism, and early Protestantism will be examined, including the roles of women and lower classes in early modern society. **HIS SOC EUR** (Ms. Potts)

HI 244 Society and Culture in Early Modern Europe, 1555-1789 (Fall)
War, famine, and disease marked the terrible "iron century" of European history from 1550 to 1660. Out of this frightful crucible, modern society was created. We will trace this troubled genesis from the aftershocks of the Reformation to the first rumblings of the French Revolution, stressing the conflicts that gave rise to the modern world: monarchy vs. "liberty," religion vs. "enlightenment," elite vs. popular culture. Topics such as the family, witchcraft, warfare, and fashion will be given special attention. **HIS SOC EUR** (Mr. Monod)

[HI 245 History of Modern Europe: 1800-1900] (CW)
Next offered in 1997-98. **HIS SOC OTH**

[HI 246 History of Modern Europe: 1900-1989] (Spring)
Next offered in 1997-98. **HIS SOC OTH**

HI 247 Traditional Russia (CW) (Spring)
This course will examine the social, economic, and political history of Russia, focusing on the relationship between the centralized and autocratic state and Russia's different social groups and the emergence of an autocratic and statist political culture. The course will cover the Kievan, Muscovite, and Imperial periods and end with the reforms and counterreforms of the 1860s and 1880s and the rise of the revolutionary movement. Limited places available for students to satisfy the College writing requirement. **HIS SOC OTH** (Mr. West)

HI 248 The Russian Revolution and the Soviet Experiment (Fall)
Russia at the turn of the century was faced with a crisis of transition from the traditional world to the modern. The first half of this course will focus on the social, economic, and political causes of the crisis, culminating in the Russian Revolutions of 1917. The course then follows the revolution through the civil war and NEP periods to Stalin's "Revolution from Above," which was largely responsible for creating the Soviet Union as we knew it. The course concludes by examining the emergence, under Gorbachev and Yeltsin, of yet another stage in the ongoing struggle to modernize. **HIS SOC OTH** (Mr. Macey)

HI 285 Colonial Latin America (CW) (Fall)
We will examine the formation of Latin American societies from the 15th to the 19th centuries, with emphasis on four major phases: indigenous, European and African civilizations prior to contact; conditions that facilitated the European conquest; life in the colonial societies; and the political, economic, and philosophical changes that led to the independence movements of the 19th century. While historical examples will be drawn from all over Latin America, this class will focus on Portuguese and Spanish America. Limited places available for students to satisfy the College writing requirement. If there is sufficient interest, a section of this course will be taught in Spanish. **HIS SOC OTH** (Mr. Arreola)

[HI 286 Modern Latin America]
Next offered in spring 1998. **HIS SOC OTH**

[HI/CL 338 Problems in Ancient History: Roman Law]
Next offered in spring 1998. (See classics listings for description.) **LIT HIS**

[HI 339 History of Southern Africa]
HIS OTH

[HI 341 Europe in the Early Middle Ages]
HIS EUR

HI 349 History of Germany from 1648 to the Twentieth Century (Fall)
The course begins with the rise of the Hohenzollerns and the expansion of Brandenburg-Prussia in the 17th and 18th centuries. It covers the movement of national unification from the revolution of 1848 to the founding of the German Empire. The study of Imperial Germany gives particular attention to the social and political strains and conflicts generated by the attempt to combine a dynamic industrial society with political authoritarianism and the power and privilege of traditional elites, and examines Germany's bid for world power leading to the outbreak of the First World War. **HIS EUR** (Ms. Lamberti)

HI 350 The Jews in Modern Europe, 1760-1939 (Spring)
A study of the process through which the Jews, isolated on the fringe of society until near the end of the 18th century, integrated into the mainstream of European life. How did the Emancipation—the achievement of the rights of citizenship—and the process of assimilation transform the existence of the Jews? How did they adapt to their Christian surroundings and yet retain a distinctive Jewish identity? How were ancient anti-Jewish prejudices refashioned into new stereotypes, and how did the Jews respond to political movements of anti-Semitism? The course ends with a study of the rise of Zionism. **HIS PHL EUR** (Ms. Lamberti)

HI 353 British History: 1603-1815 (Spring)
The medieval pattern of English society disintegrated in the 17th century. The unity of the English Church, the relationship between Crown and Parliament, even the social hierarchy, were threatened by new developments. After generations of civil war, revolution, and party strife, the 18th century saw the establishment of an oligarchical but

more flexible order, able to withstand the challenges of radicalism and the American and French revolutions. By 1815 Britain, at the peak of its power in Europe, was already beginning to experience tensions of industrialism. This course will concentrate on the religious, social, and political aspects of these transformations. **HIS EUR** (Mr. Monod)

[HI 354 British History: 1815-1979]
HIS EUR

HI 362 Revolutionary America: 1763-1800 (Spring)
A study of the origins, progress, and significance of the American Revolution. In this course we examine the diverse economies, cultures, and sociologies of the American colonies on the eve of the Revolution; the disruption of the balance of empire in the Atlantic; the ideology which guided colonists in rebellion; the changes wrought by revolution; and the first decade of nationhood under the Constitution. **HIS USA** (Mr. Hart)

[HI 364 Civil War and Reconstruction: 1845-1890]
HIS USA

HI 365 History of the South to 1890 (Spring)
This course traces the evolution of the American South in the national context from its colonial origins to the end of the 19th century. Important themes covered are the sources of regional identity; the contributions of the South to the building of the new republic; the development of slavery; the rise of sectionalism and the coming of the Civil War, Reconstruction and reunion; and the political, economic, and social impact of the transition from the Old South to the New South. **HIS USA** (Ms. Bellows)

[HI 366 Progressivism, War, and Prosperity: America, 1890-1929]

HI 367 Twentieth-Century America, 1929-1955 (Fall)
A study of the political, social, and diplomatic history of the United States from the Great Depression to the late 1950s. The course will concentrate on FDR's New Deal response to the economic crisis of the 1930s, the impact of World War II, and postwar America with emphasis on Truman's Fair Deal, the emerging Cold War, the Red Scare and McCarthyism, and the "American High" of the 1950s. **HIS USA** (Mr. Jacobs)

HI 368 Twentieth-Century America, 1955-1990 (Spring)
A study of the political, social, and diplomatic history of the United States from the Eisenhower equilibrium and the consumer culture of the 1950s through the 1980s. The course will concentrate on the emergence of JFK's New Frontier, LBJ's Great Society and the Civil Rights movement, the Vietnam War, Nixon and the Watergate scandal, the economic crises of the 1970s, the emergence of conservatism leading to the Reagan Era, and the end of the Cold War. **HIS USA** (Mr. Jacobs)

[HI 371 African-American History]
Next offered in 1997-98. **HIS USA**

HI 372 The Civil Rights Revolution (Fall)
A study of the quest for a more inclusive American polity in the 20th century. The modern civil rights movement is the central focus, but this course offers more than a survey of events from Montgomery to Memphis. It explores the pre-World War II roots of the modern black freedom struggle, the impact of the heroic phase of the civil rights movement, and the ambiguous developments since 1970. This course employs a race relations perspective, stressing the linkages among the experiences of African-Americans, whites, and other groups. **HIS USA** (Mr. Ralph)

HI 373 History of American Women (Fall)
A survey of women's experience and changing ideas about gender since the early 19th century. Paying close attention to class, racial, ethnic, and religious differences among women, we will study the impact of industrialization, immigration, urbanization, and war on women's public roles, work patterns, familial obligations, and sexual practices. To appreciate women's roles as agents of social change, we will analyze women's activism in various social and political movements, from abolitionism to socialism to the New Right. The course will ask students to consider the ways in which using gender as a category of analysis transforms our interpretation of modern U.S. history. **HIS USA** (Ms. Allen)

[HI 376 U.S. Working Class History, 1850 to Present]
HIS USA

READING COURSES

[HI 401 Readings in Modern European History: The Working Class in Western Europe, 1780-1914]

[HI 402 Readings in European History]

[HI 403 Readings in Modern European History: Problems of Contemporary Historiography]

HI 404 Readings in Russian and Soviet History: Stalin and Stalinism (Spring)
Stalin and Stalinism have had a tremendous influence in shaping the former Soviet Union as we know it today, and while Russia has formally rejected the Stalinist system, its influences continue to be felt. Utilizing a combination of biographical and analytical readings, as well as original memoirs, this course will focus on the man and the myth and their influence on various aspects of the Soviet and post-Soviet polity, economy, society, and culture. (Mr. Macey)

HI 405 Readings in American History: Twentieth-Century Society and War (Fall)
The Vietnam War had an enormous impact on American society; indeed, it has been argued that wars have changed domestic society as much as any other social phenomenon aside from revolution. In addition to the Vietnam War, this seminar examines whether vast social and economic changes occurred in America during World War I, World War II, and the Korean War. Emphasis will be placed on exploring the ideological arguments for the wars and wartime protest; the impact on women, minorities, and youth; and the way historians have studied these issues. (Mr. Jacobs)

HI 406 Readings in American History: American Ethnic History (Spring)
Walt Whitman called America "not merely a nation but a teeming nation of nations." This seminar builds upon Whitman's insight and examines the rich diversity of peoples in the United States, which is one of the defining features of the country. It surveys, among other topics, the peopling of America, the strategies employed by immigrants and their children, the rise and persistence of nativism, the shift toward immigration restriction in the early 20th century, and recent trends in immigration and debates over the country's capacity to absorb newcomers. (Mr. Ralph)

HI 407 Readings in American History: Cultures in Contact (Fall)
The course will examine the dimensions of cultural contact among Native Americans, Europeans, African Americans, and Euro Americans in the eastern half of the United States, from early encounters at Roanoke to Cherokee removal to Oklahoma. Themes of investigation include encounter vs. invasion; Indian depopulation by men, microbes, and munitions; religious conversion; cultural persistence, change, and revitalization; slavery by and of Indians; and the changeable image of the Indian. (Mr. Hart)

HI 408 Readings in African History (Spring)
A study of colonialism/imperialism in sub-Saharan Africa based on novels and associated readings, with an emphasis on oral presentations. Authors will be chosen from Chinua Achebe, Ayi Kwei Armah, Mongo Beti, Joyce Cary, J.M. Coetzee, Joseph Conrad, Isak Dinesen, Nadine Gordimer, Graham Greene, Cheikh Hamadou Kane, Alex LaGuman, Doris Lessing, Sembene Ousman, Ferdinand Oyono, Wole Soyinka, and Ngugi wa Thiongo. (Mr. Spencer)

HI 409 Readings in Chinese History: Nineteenth and Twentieth Centuries (Fall)
Readings will explore a variety of topics including 19th- and 20th-century Chinese and Russian dominance over Central Asia; present-day Chinese policies towards minority peoples (Tibetans, Mongols, Uighurs, Kazakhs, and others) within China; the radicalization of 20th-century Chinese politics; the position of Chinese intellectuals in relation to the state; and the process of modernization of China's economy and society. (Ms. Endicott-West)

[HI 411 Readings in Latin American History: Latin American Intellectual History]

[HI 412 Readings in Medieval History: Sanctity and Heresy]

HI 413 Readings in Modern European History: A Comparative Social History of Nazi Germany and Fascist Italy (Spring)
The class will study the rise of the nazi and fascist movements in relation to the social and political situations in both countries and the attitudes and behavior of ordinary men and women under the dictatorships of Hitler and Mussolini. What kinds

of people, and for what specific reasons, were drawn to the cadres and the electorate of both movements? What subcultures proved to be relatively resistant? How far did both dictatorships bring about a transformation of social and political values? Did their impact on the social and economic structure turn out to be revolutionary and modernizing or reactionary and anti-modern? (Ms. Lamberti)

HI 415 Readings in Medieval History: The Vikings (Fall)
From the rivers of Russia to the shores of America, Viking adventurers from Scandinavia raided, traded, and established colonies during the 9th, 10th, and 11th centuries. This seminar focuses on the achievements of the Vikings, examining their activities in France, England, Russia, and the North Atlantic. Readings will include a variety of original sources with an emphasis on archaeological evidence. (Ms. Potts)

HI 416 Readings in Russian and Soviet History—Communism and Fascism: Modernity and Its Opponents in Europe (Fall)
This reading seminar will explore the philosophical and historical origins and evolution of the two great totalitarian ideologies of the 20th century, nazi/fascism and bolshevism/Stalinism. These two movements will be examined in the interpretative context of the advent of modernity and modernism in Europe, and the reaction against these forces. Readings will include Marx, Nietzsche, Dostoevsky, Lenin, Trotsky, and Hitler, as well as Nazi and Soviet documentary sources. (Mr. West)

[HI 417 Readings in Middle Eastern History]

HI 418 Readings in Japanese History: Pearl Harbor and Hiroshima (Fall)
America's experience in World War II began and ended with Japan, and this course emphasizes the events that marked the opening and closing of active hostilities between the two Pacific powers. Both Pearl Harbor and the dropping of the atomic bombs have generated enormous controversy, both at the time and in retrospect. Students will read and discuss a wide selection of materials that examine these events and their contexts from both Japanese and American perspectives. (Mr. Waters)

RESEARCH SEMINARS

HI 422 Writing and Research in American History (Fall, Spring)
The course emphasizes methodology and writing, and students will be able to select research topics, in consultation with the staff, from the broad range of the American past. All students will write and submit a research paper based on primary source material. No 500 projects in American history will fulfill the research seminar requirement except with permission. (Permission necessary to take seminar in fall) (fall: Mr. Ralph; spring: Mr. Hart, Mr. Jacobs)

HI 426 Writing and Research, East Asia (Spring)
This seminar is designed to serve the needs of students who seek to focus primarily on China or Japan, as well as those interested in pursuing research topics that deal with both countries. The course is jointly taught by both a China and a Japan historian, who will familiarize students with the fundamental approaches to and methods for the study of China and Japan from the perspective of the social sciences. Research topics will be selected through group and individual consultation with the instructors, and will be supervised by the instructor whose expertise most closely matches the topic. Course readings will be of an interdisciplinary, as well as historical nature. Some training in Japanese or Chinese language is encouraged, but by no means required. (Ms. Endicott-West, Mr. Waters)

[HI 428 Writing and Research in Latin American History]

HI 430 Writing and Research, Medieval and Early Modern Europe (Spring)
This seminar is designed to provide an introduction to the principal sources and methodologies of European history before 1800. Students will select specific topics from within the broad framework of the period and submit research papers based on the analysis of primary and secondary sources. (Ms. Potts)

HI 500 Special Research Projects (Fall, Spring)
HI 500 projects during the junior year may be used to fulfill the research seminar requirements. (Permission) (Staff)

HI 700 Senior Independent Study (Fall, Winter, Spring)

HI 705 Teaching Assistantship (Fall, Spring) (Permission)

INDEPENDENT SCHOLAR PROGRAM

The Independent Scholar Program is designed to meet the needs of outstanding students with clearly defined educational goals that cannot be fulfilled within the framework of a normal departmental or interdisciplinary major. Independent study is a significant portion of the program.

The IS 800 thesis is a cumulating experience for this program of study. This thesis brings together the course work the student has completed and incorporates all aspects of the study into one final project. Students applying to be independent scholars are asked to provide an indication of possible IS 800 projects at the time that they submit their proposals. Students are able, however, to change the topic of their IS 800 project in order to respond to new interests and information learned during the course of their study.

The thesis is undertaken for one or two terms. Students who wish to be considered for honors must work with a thesis committee. Others may choose to work with an individual faculty member, usually the student's adviser. Considerable flexibility exists in the choice of thesis projects. For example, with permission from the thesis committee, a student in the performing arts might want to incorporate a dance performance, musical composition, or some other feature as part of his or her course of study.

Honors: Independent scholars must meet minimum G.P.A. requirements in order to be eligible for honors. Honors will be determined on the basis of course grades and the thesis grade. A minimum average of B+ in course grades and a minimum grade of B+ on the thesis is required for honors. In determining the numerical average of course grades, all Middlebury courses will be counted. Minimum thesis grade averages for each level of honors are: Highest Honors, A+; High Honors, A-; Honors, B+.

INTERDEPARTMENTAL COURSES

AD 116 The Creative Process (Fall, Spring)
A working examination of the process by which ideas are created and given shape. The individual creative experience is explored in terms of working methods and perceptual forms. AD 116 is a hands-on experiential course suggested for all students interested in exploring their creativity. Lectures, discussions, presentations, performances, and readings. Required of theatre and dance majors in the department of theatre, dance, and film/video. (First- and second-year students only) **ART** (fall: Ms. Campbell, dance; Ms. Faraone, theatre; spring: Ms. Tan, music; Mr. Todd, music)

[AC/ID 210 Theological Motifs in American Culture]

ID 386 Articulation of Queer Voices (Spring)
Queer studies focuses on the social articulation of desire. Among social identities, the queer trope alone is based solely on desire. It has been shaped by a succession of queer panics in the past several centuries in western-dominated cultures. We shall examine: the development of queer from the 16th century on in Europe and the Americas as markets and urban cultures grew; insights from literary theory and cognitive psychology on how queer codes are amplified; and interactions between queer theory and feminist and African-American studies. (Prerequisites: Maturity and previous study of cultural differences in some field.) **SOC USA** (Mr. Cornwall)

INTERNATIONAL MAJOR

Adviser: Ronald D. Liebowitz (Vice President of the College)

Middlebury's international major allows students to combine the study of a language with another discipline in the humanities or social sciences, linking both with an appropriate experience abroad. The international major is a three-year B.A. program requiring two academic years at Middlebury, a year at one of the Middlebury Schools Abroad or other approved program, and two summers at one of the Language Schools. It is designed for highly qualified and focused students who wish to accelerate

their studies while achieving greater language proficiency and a broader international perspective. Departments and programs participating in the international major include: Chinese, French, German, Italian, Japanese, Russian, Spanish, art history, economics, geography, history, international politics and economics, political science, and sociology/anthropology. For further information, please visit the international major Web site at http://www.middlebury.edu/~inm.

INTERNATIONAL POLITICS AND ECONOMICS

Director: David A. Rosenberg (Professor of Political Science)

The international politics and economics (IPE) major provides a comprehensive framework to study issues in these fields. The major includes extensive course work in economics and political science with an emphasis on international issues, study of a foreign language, and a year of overseas study in that language (in some cases one term is permitted). The major prepares students for careers in international business or diplomacy, or for further study in the field of public policy.

Requirements for the Major: Students electing the IPE major will select a major and a minor track and will be advised by a faculty member in the major track department. The core requirements involve a minimum of seven courses in the major track and four courses in the minor track. In addition to the core requirements, IPE majors are encouraged to enroll in the IPE Senior Seminar during the winter term of their senior year. Courses preceded by an *(asterisk) must be taken at Middlebury. Others may be satisfied during the year or term spent abroad. *Students in the Classes of 1997 and 1998 can abide by the rules of the 1995 catalog. The Class of 1999 is strongly encouraged to follow the new requirements, but has the option of abiding by the 1995 catalog.*

International Major: Beginning with the class entering in the summer of 1995, qualified students may pursue an international major in international politics and economics. The international major enables students to complete the B.A. degree in two summers and three academic years. Interested students should consult with Professor Ronald Liebowitz, the international major adviser.

A. Political Science Major Track

1. Seven required political science courses

PS 101 Introduction to Political Science
or
PS 107 Politics and the Studies of Politics
plus
*PS 103 Introduction to Comparative Politics
and
*PS 201 International Politics
Three political science electives in comparative politics or international relations
*One 400-level seminar in comparative politics or international politics

2. Four required economics courses

EC 150 Macroeconomics
EC 240 Introduction to the World Economy
*EC 350 Macroeconomic Theory
*One 400-level seminar in international or development economics
One course in statistics strongly recommended

B. Economics Major Track

1. Seven required economics courses

EC 150 Macroeconomics
EC 155 Microeconomics
*EC 210 Economic Statistics
EC 340 International Economics: A Policy Approach
and two courses from
*EC 211 Introduction to Regression Analysis
*EC 350 Macroeconomic Theory
*EC 355 Microeconomic Theory
*One 400-level seminar in international or development economics

Note: If students decide on the economics track after they have already taken EC 240, they would be allowed to substitute it for EC 340 as long as they received a B+ or better grade in EC 240.

2. Four required political science courses

*PS 103 Introduction to Comparative Politics
*PS 201 International Politics
Two electives in comparative politics or in international relations, one of which must be a *400-level seminar

C. Year or Term of Study Abroad

This requirement normally will be completed at one of the Middlebury Schools Abroad or in the approved Chinese or Japanese programs. Students in international politics and economics must achieve the language department's standard of linguistic

competence before going abroad. Students are encouraged to spend their entire junior year abroad.

International Students: The requirement to spend a term or year abroad may be waived for international students. Those international students who are in the process of learning English as a foreign language while at Middlebury also may be excused, by their advisers, from the requirement to develop competence in a second foreign language. Those students who are excused from taking a second foreign language must complete an additional set of four courses relating either to a particular region of the world or to a global issue. The set of courses must be chosen in consultation with the student's adviser and must be approved by the director of the IPE program.

D. Senior Program

All majors must complete a 400-level economics seminar in international or development economics and a 400-level political science seminar in comparative politics or international politics. Seminars jointly taught by political science and economics faculty qualify as seminars in the student's minor track. An interdisciplinary IPE winter term seminar is optional but encouraged. Students should consult their advisers to insure that they are taking seminars in the proper fields. Majors are expected to use their foreign language competence in their seminar research.

Honors: Eligibility for honors requires at least a B average in political science and economics courses. Honors candidates must present their proposals for approval during the fall term. If the proposal is approved, the student may register for IP 700 (Senior Thesis) for the winter and spring terms. After an oral examination, honors are conferred or denied on the basis of the grade achieved on the thesis, the oral defense, and the student's average grade in Middlebury courses in economics and political science. To be awarded honors, a student must achieve a minimum grade of B+ on the thesis and have a mean grade of 3.0 or better in Middlebury political science and economics courses. Students who seek honors may substitute their thesis work for the required seminar in their minor track.

ITALIAN

Professor: Ugo Skubikowski (section chair); *Associate Professor:* Patricia Zupan; *Instructor:* David Castronuovo

Our program offers students the opportunity to achieve high competence in written and spoken Italian, and to use this competence to achieve intellectual understanding of Italian literature and culture in a variety of disciplines. Our academic year program tends to emphasize the study of literature as well as culture in the context of language acquisition. The two other integral components of our program are the Italian School (summer) and the Middlebury College School in Italy in Florence (a semester or full year for juniors). These additional components of Italian at Middlebury College afford the possibility of deepening one's study of Italian cinema, history, art history, political science, economics, and other selected disciplines. Students may, of course, elect to continue their study of Italian on the Middlebury campus during the junior year. Each year at least two courses are offered on every level from first-year to senior work. Under special or necessary circumstances, the faculty direct independent research projects and/or tutorials. Students seeking honors may elect to do a thesis or a comprehensive exam.

MAJOR PROGRAMS

Full or Double Major: Both of these majors require a total of not fewer than 11 units beyond IT 101-103, including senior work. All full and double majors are normally expected to spend a full year at the School in Italy. Year-long participants at the School in Italy can transfer seven of nine credits taken there toward the major. All full and double majors in residence in Florence for the full year are expected to enroll for at least one elective course at the University of Florence.

Senior Work: All majors are required to complete two 400-level (senior) courses. Each course requires a research paper.

Joint Major: The Italian component of a joint major will consist of at least seven units beyond IT 101-103. All joint majors are normally expected to spend at least a semester at the School in Italy, either in the fall or the spring. Semester-long participants at the School in Italy can transfer three of four fall credits or four of five spring credits toward the major.

Senior Work: Two 400-level courses.

Honors: Honors in Italian may be earned through completion of a thesis or a comprehensive exam. Please consult the Italian section chair for further information.

MINOR IN ITALIAN

The Italian minor consists of six courses: (1) IT 251 (An Introduction to Contemporary Italy), (2) IT 252 (Italian Culture from Fascism to the Present), (3) IT 354 (Epoche I), (4) IT 355 (Epoche II), (5) and (6) two additional courses at the 300 level or above.

Students entering the program with a standing beyond the IT 252 level will be required to take at least one 400-level course as a part of the Italian minor. All courses at the 300 level can be completed during the academic year at Middlebury, at the Italian School, or at the School in Italy.

REQUIREMENTS FOR JUNIOR YEAR/ SEMESTER ABROAD

Most of our students come with no prior knowledge of Italian and wish to study at the School in Italy to complete a full, double, or joint major, or they wish to complete the minor through courses taken in Italy. At Middlebury we prepare students with virtually no knowledge of the language to do a significant part of their undergraduate degree work in Italian. To be admitted to the School in Italy, students must therefore achieve a high quality of spoken and written Italian.

No matter what academic specialization students choose, there are three general requirements for participation in the Florence program: (1) an overall academic average of B-; (2) a minimum of the equivalent of five full semesters in Italian with an average of B; (3) continuous study of Italian up to the semester of departure. The proficiency requirement for participation is normally completed in two ways: over two academic years (IT 101, IT 102, IT 103, IT 251, and IT 252), or in 12 months (IT 101, IT 102, IT 103, and summer Italian School).

For those electing to do the requirement over two academic years, the fifth semester of study, normally completed at the summer Italian School, may be waived, if a B+ is achieved in IT 252. Otherwise, preparation will be completed at the Italian School, at Level II or Level III, with a minimum grade of B.

Those electing the 12-month format will attend the Italian School at Level II or Level III, preceding a semester's or year's participation in the School in Italy.

Because of the demanding and intensive nature of the Italian School (summer) and the difficulty of finding equivalent programs in the United States and Italy, we discourage alternative programs before participating in the School in Italy.

MIDDLEBURY COLLEGE SCHOOL IN ITALY

Students may study for a semester or for a full year in Italy. Fall and spring term students enroll for language, literature, and civilization courses in September and January, respectively, at our study center in Florence only.

The following are courses normally taught at the School in Italy:

Fall
Advanced Language Practice I
Introduction to Italian Cinema
Aspects of Nineteenth- and Twentieth-Century Italian Literature
Art in Florence in the Fourteenth and Fifteenth Centuries
Contemporary Italian History
Spring
Advanced Language Practice II
Themes and Genres of Italian Cinema
Survey of Medieval and Early Renaissance Italian Literature
Introduction to High Renaissance and Mannerism
The Political System and Social Classes in Contemporary Italy

Full-year students are expected to enroll in a year-long elective course at the University of Florence. Listed below are some courses in which full-year juniors have been recently enrolled:

Baroque Sculpture in Seventeenth-Century Rome
History of the Italian Language
International Economics
History of Contemporary Italy
Art History of the Medieval and Modern Period
The Theme of Journey in Italian Literature from Dante to the Renaissance Epic
History of Political Doctrines
Greek and Roman Art History
History of Contemporary Europe
The Italian Political System
Sociology of the Present
Mass Communication in Italian Culture

IT 101 Intensive Beginning Italian (Fall)
An introduction to the Italian language that provides a foundation in both spoken and written Italian. Focus on the spoken language encourages rapid mastery of the basic structures and vocabulary of contemporary Italian. The exclusive use of Italian in dialogue situations and vocabulary building encourages the student to develop skills in a personalized context. Conversation and drill is stimulated and fostered through active reference to popular Italian music, authentic props, and slides of Italian everyday life and culture. Students are required to participate in the Italian table. **LNG**
(Mr. Skubikowski, Staff)

IT 102 Intensive Beginning Italian (Winter)
A continuation of IT 101, required for enrolling in IT 103. **LNG** (Staff)

IT 103 Intensive Beginning Italian (Spring)
Emphasis on increased control and proficiency in the language through audiovisual, conversational, and drill methods. Italian life and culture continue to be revealed through the use of realia. Short reading selections on contemporary Italy and discussions enlarge the student's view of Italian life and culture. Students continue to participate in the Italian table. (IT 101 or equivalent, IT 102) **LNG**
(Mr. Skubikowski, Staff)

IT 251 An Introduction to Contemporary Italy (Fall)
Intended for students at the intermediate level, this course will afford the opportunity to expand conversation, writing, and reading skills while consolidating knowledge of the more difficult points of grammar. The contextual focus of the course is contemporary Italian culture, including contemporary history and politics, the economy, the division between North and South, immigration from developing countries, environmental issues, and popular music, among others. Italian films, music, and articles from newspapers and newsmagazines will enhance and complete the learning experience. **LNG** (Mr. Skubikowski, Staff)

IT 252 Italian Culture from Fascism to the Present (Spring)
To deepen the historical knowledge gained in IT 251, we will discuss and analyze modern and contemporary Italian literature of various genres, as well as essays, art, and film. In the context of reading, critical viewing, textual analysis, and discussion, we will continue to develop both historical and linguistic competence. Discussion and the writing process, along with selected exercises, will continue to refine grammatical competence. (IT 251 or equivalent) **LNG LIT** (Staff)

IT 290 Dante (in English) (Spring)
An introduction to Dante's major literary works, *La Vita Nuova (The New Life)* and the *Divine Comedy*. Close readings of the text will seek to give students an appreciation of Dante's place in world literature. Dante's masterpieces will also be discussed in a historical and philosophical perspective, and supplementary readings will acquaint the reader with the medieval view of life and literature. **LIT EUR** (Ms. Zupan)

[IT 291 The Opera Libretto in Nineteenth-Century Italy]
LNG LIT EUR

[IT 292 Contemporary Italian Women Writers in Translation]
LIT

[IT 294 Modern and Contemporary Italian Literature in Translation]
LIT

IT 354 Epoche della Letteratura Italiana I: Introduzione al Periodo Moderno (Fall)
This course acquaints students with the major 19th- and 20th-century works and movements and develops the students' linguistic, critical, and analytical skills. The readings will introduce literary genres within a chronological framework. Special emphasis will be placed on the skill of writing in Italian. **LNG LIT EUR** (Staff)

IT 355 Epoche della Letteratura Italiana II: Introduzione al Medioevo e al Rinascimento (Spring)
Students will continue to develop critical and analytical skills through a careful reading of excerpts from the literary masterpieces of the Italian Middle Ages and the Renaissance. Beginning with Dante's poetic predecessors, we will then consider late medieval prose and poetry through a selective reading of Dante, Boccaccio, and Petrarch. After examining literary humanism, we will analyze the major themes of Italian Renaissance literature to Machiavelli. **LNG LIT EUR** (Staff)

IT 459 Modern Italian Literature and Culture (Fall)

This course will consider the works of Italian 20th-century novelists and will explore the authors' narrative techniques within a larger discussion of the social context that their works reflect and interpret. Gender roles, family, class, and politics, among other social themes, will be discussed. **LNG LIT EUR** (Staff)

IT 490 Dante in Italian (Spring)
After an introduction to the Middle Ages we will examine examples of Provencal courtly love poetry. We will then consider Dante's poetic predecessors in Italy through poems of the Sicilian School and the Dolce Stil Nuovo, leading to Dante's youthful work, the *Vita Nuova*. A close reading of the *Inferno* will be the focus of the course. Students will be required to give several oral presentations and to complete a research paper that includes critical material. **LNG LIT EUR** (Staff)

[IT 491 Eighteenth-Century Italian Theatre]

[IT 492 Italian Romanticism]

IT 550 Independent Study (Fall, Winter, Spring)
The Italian section will consider requests by qualified juniors and seniors to engage in independent work. Please contact the section chair as soon as possible in the fall to discuss fulfilling this option for the fall, winter, or spring terms of the academic year. (By arrangement with Italian faculty) (Staff)

IT 755 Senior Honors (Spring)
Honors in Italian can be achieved through writing a thesis or through taking a comprehensive exam. See Italian section chair for more information. (Staff)

JAPANESE

Associate Professor: Nobuo Ogawa (chair; on leave fall, winter); *Assistant Professors:* Carole Cavanaugh, David Stahl, Kyoko Takashi-Wilkerson; *Visiting Instructor:* Kyoko Hayasaka Davis

The Japanese department offers training at four levels in modern Japanese (Tokyo common/standard speech). Considerable attention is given to grounding this language training within the appropriate cultural context.

In addition to language courses, the Japanese department offers courses on Japanese literature in English translation. These literature courses are open to all interested students.

Qualified students of Japanese are encouraged to spend the junior year studying in Japan in one of several approved programs. These programs offer English-language courses on Japan in the various disciplines, as well as Japanese language training. Students are encouraged to accelerate their language study by attending the Japanese School, Middlebury's intensive summer program. Those interested in either the study-abroad or summer program should consult with the Japanese department chair before registration for the fall semester of the sophomore year.

Required for the Major: Satisfactory completion of JA 101, JA 102, JA 103, JA 201, JA 202, JA 301, JA 302, JA 401, JA 402, and at least three of the following: JA 216, JA 220, JA 226, JA 320, JA 325, JA 350, JA 426, JA 475.

Senior Independent Work: Seniors are required to take either JA 600 (senior project or translation) or JA 700 (senior thesis). Only students with a demonstrated ability to conduct independent research will be eligible for JA 700. Consult department chair for details.

Minor in Japanese Department: Courses required for the minor in Japanese are four language courses—JA 201, JA 202, JA 301, JA 302—and two additional courses offered by the Japanese department in literature or culture.

Honors: Departmental honors will be awarded according to the grade point average of courses taken in the department, the Middlebury Japanese Summer School, and in Japan. A grade point average of 3.3 in these courses is required for graduation with Honors. Students who have earned a grade of A for the senior project (JA 600) and who have a departmental grade point average of 3.5 will be awarded High Honors. Students with a departmental grade point average of 3.75 who have earned a grade of A on the senior thesis (JA 700) will be awarded Highest Honors.

JA 101 First Year Japanese (Fall)
An introduction to the modern Japanese language aimed at acquisition of the four basic skills—speaking, listening comprehension, reading, and writing. The emphasis is upon thorough mastery of the basic structures of Japanese through intensive oral-aural practice and extensive use of audiovisual materials. The two *kana* syllabaries and *kanji* (characters) will be introduced toward the goals of developing reading skills and reinforcing grammar and vocabulary acquisition. **LNG** (Mr. Stahl)

JA 102 First Year Japanese (Winter)
A continuation of the fall term. (JA 101 or equivalent) **LNG** (Ms. Cavanaugh)

JA 103 First Year Japanese (Spring)
A continuation of the fall and winter terms with the introduction of more advanced grammatical structures, vocabulary, and characters. The continuing emphasis of the beginning Japanese course will be upon acquisition of well-balanced language skills based on an understanding of the actual use of the language in the Japanese sociocultural context. (JA 101, JA 102) **LNG** (Mr. Ogawa)

JA 201 Second Year Japanese (Fall)
The goals of the intermediate course are to develop the ability to understand conversational Japanese at natural speed, to express oneself accurately and smoothly in various situations, to read nontechnical materials at reasonable speed with the use of the dictionary, and to express oneself in writing with relative ease. Understanding of Japanese culture will be broadened and deepened through mastery of the materials of the course. (JA 103 or equivalent) **LNG** (Ms. Takashi-Wilkerson)

JA 202 Second Year Japanese (Spring)
Continuation of JA 201. (JA 201 or equivalent) **LNG** (Ms. Takashi-Wilkerson)

JA 216 Traditional Japanese Literature in Translation (Fall)
A survey of the first thousand years of Japanese literature. Reading and discussion of origin myths, poetry, folk tales, diaries, fiction, and Noh plays. Attention will be given to the formation of the poetic tradition and its importance to other forms of Japanese literature. Works will be read and discussed in English. **LIT OTH** (Mr. Stahl)

JA 220 Twentieth-Century Japanese Fiction in Translation (Spring)
Reading and discussion of major works of fiction by representative Japanese writers of the 20th century. The works will generally be read in chronological order, with attention given to historical and social context. **LIT OTH** (Ms. Cavanaugh)

JA 226 Japan: Image and Idiom (in English) (Fall)
An examination of Japanese culture through film and fiction. The relationship between text and image, between modern and traditional expression, and problems of representation and response will be discussed. **LIT ARTS OTH** (Ms. Cavanaugh)

JA 301 Third Year Japanese (Fall)
The advanced course aims at further increasing the student's proficiency in modern standard Japanese, both spoken and written. Oral presentation and discussion and composition in Japanese are important components of the course. A variety of written and audiovisual materials will be used to consolidate and expand mastery of more advanced grammatical points and vocabulary. (JA 202 or equivalent) (Mr. Stahl)

JA 302 Third Year Japanese (Spring)
Continuation of JA 301. (JA 301 or equivalent) **LNG** (Mr. Ogawa)

JA 320 Natsume Soseki and the Modernization of Japan (in English) (CW) (Spring)
This course will examine the major prose works of Natsume Soseki (1867-1916), the most important writer of modern Japan. Soseki's profound thoughts on the challenges and pitfalls of rapid modernization will be explored through close reading and in-depth discussion of his novels and essays. Works will be read and discussed in English. Attention will be given to social and historical context. Works to be read include: *I Am a Cat, Pillow of Grass, The Miner, Sanshiro, And Then, Mon, The Wayfarer, Kokoro,* "My Individualism," *Grass by the Wayside,* and *Light and Darkness.* 2.5 hours lect./disc. **LIT OTH** (Mr. Stahl)

JA 325 Japanese Language and Culture (in English) (Fall)
Study of interrelationship of language and social structure in Japan. The topics include discourse analysis, language borrowing, concepts of group formation and address forms, honorifics, history of oral and written varieties of Japanese, and language and gender. (JA 103) **LNG OTH** (Ms. Takashi-Wilkerson)

JA 350 Women's Writing in Japan: Tenth to Twentieth Centuries (in English) (Spring)
Women writers flourished in Japan from the 10th to the 13th centuries and then were silent until the 20th. This course will examine the writings of women in the Heian period and since the 19th century through discussion of creative expression, gender, and society in Japan. Works will be read and discussed in English. **LIT OTH** (Ms. Cavanaugh)

JA 401 Advanced Japanese (Fall)
This course is divided into two sections: advanced reading and translation, and advanced speaking and composition. The sections are complementary, and will be integrated when possible. Section A provides training in: (1) reading newspaper articles and literary works, (2) use of Japanese reference materials, and (3) translation technique. Section B provides training in: (1) understanding reading and video materials (e.g., articles, essays, interviews, films) on current social issues in Japan, (2) public speaking, and (3) writing on various topics. (JA 302 or equivalent) (Ms. Takashi-Wilkerson, Ms. Cavanaugh)

JA 402 Advanced Japanese (Spring)
Continuation of JA 401. (Ms. Takashi-Wilkerson, Mr. Stahl)

JA 426 Critical Approaches to Japanese Literature (Fall)
This course is designed to prepare seniors with methodological, research, and critical skills necessary for the senior thesis. (Staff)

JA 475 Advanced Reading in Japanese Studies (Spring)
Primarily for most advanced students in Japanese. Student is to read materials of a particular discipline and discuss them in Japanese with the instructor. 3 hrs./week. (Permission only; may be repeated) (Mr. Ogawa)

JA 600 Senior Project (Winter)

JA 700 Senior Thesis (Winter, Spring)

PROGRAM IN LITERARY STUDIES

Director: John Bertolini

The program in literary studies draws upon the combined resources of the individual language and literature departments, and provides undergraduates with access to the literature curriculum as a whole. As a consequence, the program enables the student to achieve a broad awareness of a variety of major Western literatures of different periods in addition to the literature of China and Japan, while at the same time requiring the student to demonstrate a mastery of a single body of literature (e.g., works limited to a particular language, period, or genre).

Required for the Major: The overall design of the program is simple. Each literary studies major is required to take a total of 15 courses in literature during his or her four years at Middlebury College. No more than 6 of these courses may be taken within a single department, and no more than 10 in either the literature or foreign languages division, but in general the courses may be selected from the literature of any language and of any period. They can be wide-ranging surveys or courses devoted to the study of single authors. The specific selection of courses is entirely up to the student, but in order to fulfill the requirements for the major he or she will be obliged to take: (a) two courses from the list below—one generally historical, one generally theoretical in its orientation—as prerequisites for entry into the program, (b) one course at the 300 level in a foreign language (including Greek and Latin), and (c) a colloquium for majors to be taken during the fall semester of the senior year. In addition, the student should be aware that, in conjunction with an independent reading course for which he or she will be enrolled during the fall semester and winter term of the senior year, he or she will be scheduled to take a one-hour oral examination in the area of specialization (as described below) at the end of the fall semester, to be followed by a five-hour written comprehensive examination at the end of winter term.

The written examination will require the student to demonstrate a thorough knowledge of major works by the authors listed below. For reasons of practicality, the list of authors whose works are actually covered on the comprehensive examination in any given year is limited to 12. These 12 authors will vary from year to year, but they will not be specified in advance. The following current list will give the student a general sense of the range of works it is presumed he or she will be prepared to discuss at some length:

Homer	Calderón	Lu Xùn
Aeschylus	Lope de Vega	Gogol
Sophocles	Borges	Dostoevsky
Vergil	Molière	Tolstoy
Ovid	Baudelaire	Shakespeare
Lucretius	Proust	Milton
Dante	Goethe	Wordsworth
Boccaccio	Kafka	Joyce
Pirandello	Mann	Emerson
Cervantes	Wang Wei	Melville
Tirso de Molina	Cão Xuequin	Faulkner
Murasaki Shikibu	Chikamatsu	Natsume Soseki

In addition to works by authors whose names appear on this primary list, in the course of the comprehensive examination each literary studies major will be expected to demonstrate an acquaintance with the Old and New Testaments (especially Genesis, Psalms, Job, Song of Songs, Matthew, John, Revelation, and the Epistle to the Romans), as well as principal works of Plato, Aristotle, Rousseau, Darwin, Marx, and Freud. A full list of the specific works by these authors included on the current primary and secondary lists is available from Mr. Bertolini, director of the program.

Beyond the two courses required for entry into the program (which may be counted toward the major), the 300-level foreign language course, the senior year colloquium and independent reading course, and the total of 15 courses, the general, defining requirement for the literary studies major is the comprehensive examination, the overall content of which will be known to the student at the start of the undergraduate career. But in the process of completing this general literature requirement, the student will also be expected to complete a specialization in the literature of a particular culture (e.g., German, English, American, classical), period (e.g., the 18th century), or genre (e.g., the novel). The specific authors and texts selected by the student for each such specialization will be approved by the director in conjunction with the two examiners—where appropriate (e.g., for a specialization in French literature), with the consultation of the particular department involved. Thus, in the fall semester of the senior year, before completing the five-hour written comprehensive examination, the student will take a one-hour oral examination in the area of specialization; this examination will be administered by two faculty members, one from each division (literature and foreign languages).

After completing all the specified requirements, the student will be graduated from Middlebury College as a literary studies major with a specialization: for example, in classics, or lyric poetry, or the 19th century. Should he or she wish to pursue graduate study, depending on the nature of his or her interests and preparation, the student might choose to do so in such fields as English or American literature, comparative literature, or a specific foreign language; in addition, he or she would have a secure background for further studies in law, political philosophy, religion, and cultural and intellectual history.

Students will be eligible for honors if their combined performance in literature courses and on the two parts of the comprehensive examination indicates that they have achieved an average grade of B+ or higher. Honors will be awarded on the basis of a senior essay of 30-40 pages to be completed during the spring semester of the senior year (this project counts as one course). A one-hour oral examination on the content and implications of this essay is also required, and, as in the case of the oral examination in the area of specialization, this examination will be conducted by two faculty members, one from each division.

Here, then, is a summary outline of the structure of the program:

Summary of Major Requirements: Total of 15 courses (no more than 10 in either division, no more than 6 in any one department). *Note:* Enrollment in this program serves to fulfill the concentration requirement.

(1) As prerequisites for entry into the program, two of the following courses—one from each category—as currently offered:

Historical
CL 150 The Ancient Epic (Fall)
CL 152 Greek Tragedy (Spring)
[RE 110 Foundations of Western Religious Life and Thought]
PS 101 Introduction to Political Science (Fall)

Theoretical
[EL 112 Mythologies Timeless and Timely, Traditional and Contemporary]
CS/LS 360 Introduction to Literary Theory and Criticism (Fall)

(2) One course at the 300 level in a foreign language

(3) At least four literature courses, but no more than six, to be taken within a single department (Courses in language instruction may not be counted toward this requirement.)

(4) Area of specialization (by genre, period, or national literature): A one-hour oral examination, to be taken before the written comprehensive examination in the senior year, is devoted to this area of specialization. The texts required for this examination will be determined in advance by the student in conjunction with the director and the examiners selected—where appropriate (e.g., in the case of a specialization in French literature or English literature) with the consultation of the particular department involved.

(5) Senior Colloquium for majors (open to nonmajors if space is available)

(6) Senior Independent Reading Course in

preparation for the comprehensive examination during the fall semester and winter term: Students engaged in such preparation may choose to meet informally (or regularly) with one another, and may solicit informal faculty participation in discussions of individual texts. At the end of the fall semester, senior majors in the program will take the one-hour oral examination in the specialization they have selected. This examination represents the first part of the comprehensive requirements.

(7) Comprehensive examination (on works specified in primary and secondary lists), to be taken at the end of the winter term of senior year: As indicated, this five-hour *written* examination represents the *second* part of the comprehensive requirement.

(8) Students achieving an average grade of B+ or higher in the program will be eligible for honors. Honors will be awarded on the basis of a Senior Honors Essay of 30-40 pages, to be completed (for one course credit) during the spring semester of the senior year; a one-hour oral examination on the content of this essay—to be administered by two examiners, one from each division—will also be required.

The literary studies program is administered by John Bertolini, who serves as chair of a Program Committee made up of representatives of each of the participating departments (one member per department). This Program Committee establishes the primary list for the comprehensive examination. Each of the participating departments has specified the names of three major authors of three different periods for inclusion on that list. In addition, the members of the Program Committee are responsible for approving the subsidiary lists of authors and texts selected by students for specializations (e.g., in the novel, the 16th century).

[LS/AL 300 The Historical Novel]

[LS 305 Franz Kafka]

[LS/EL 308 Seventeenth- and Eighteenth-Century English and European Drama (II)]

[LS/EL 310 Modern Drama (IV)]

[LS 320 Three Guilty Innocents]

LS/EL 340 Instinct and Morality (Spring)
In this seminar we will study the basic concepts of Darwinian evolution, the Freudian unconscious, and the "triune brain" of cognitive psychology, and we will apply these concepts to the reading of some plays by Shakespeare, the poetry of Wordsworth, several stories by Kafka, and a variety of specially selected poems by other authors whose works exhibit the characteristics of dream or myth. **LIT EUR** (Mr. Pack)

LS/CS 360 Junior-Senior Seminar: Introduction to Literary Theory and Criticism (Fall)
See Chinese listings for description.

LS 500 Independent Reading Course (Fall)
Intended for majors in literary studies preparing for the senior comprehensive examinations. At the conclusion of this course, students will take a one-hour oral examination (part of the senior comprehensive examination) in a specialization of their choice. (Mr. Bertolini)

LS 700 Special Research (Winter)
Intended for majors in literary studies preparing for the written section of the senior comprehensive examinations. (Mr. Bertolini)

LS/EL 705 Senior Colloquium in Literary Studies (Fall)
Intensive reading in major texts in European and non-European literary traditions, with particular emphasis on their significance as imaginative and artistic achievements, and on associative patterns that link these writings to one another. The works to be considered this semester are Homer, *The Odyssey;* Tolstoy, *War and Peace;* Dostoevsky, *The Brothers Karamazov;* Proust, *Swann's Way;* Mann, *The Magic Mountain;* Joyce, *Ulysses.* (Open to nonmajors with permission of the instructor) (Mr. Donadio)

LS 710 Senior Honors Essay (Spring)
(Mr. Bertolini)

MATHEMATICS AND COMPUTER SCIENCE

Professors: John Emerson, Robert Martin, Michael Olinick, Bruce Peterson (on leave fall); *Associate Professors:* Priscilla Bremser, David Dorman (chair, on leave winter and spring), Peter Schumer; *Assistant Professors:* Stephen Abbott, Amy Briggs, Matthew Dickerson, William Peterson; *Vsiting Assistant Professor:* Paul Caprioli; *Lecturer:* Janine Clookey (on leave)

MATHEMATICS AND COMPUTER SCIENCE

The department of mathematics and computer science offers courses in a variety of areas within the mathematical sciences and computer sciences. These areas include foundations, analysis, algebra, topology, geometry and graphics, applied mathematics, computer languages and systems, computer science theory, computer applications, probability and statistics, simulation and modeling. Accompanying the growth of applications in many fields has been the enrichment of our own programs by the addition and reorganization of courses offered to accommodate such applications.

Expanded course offerings in the computer sciences make study available to all students seeking an education in these areas. While the curriculum offerings serve the needs of computer science majors, various courses are also suited to majors from other areas who choose to concentrate in mathematics and computer science, and to students of the liberal arts who plan to take one or two courses in the computing area.

Our programs are designed to be carefully integrated into the liberal arts traditions of Middlebury College. They serve the needs of four groups of Middlebury College students:

1. Those who are interested in mathematics and computer science, but who will not have a major or a minor in a field that requires these subjects
2. Those who need mathematics or computer science as an integral part of the chosen major or minor
3. Those who choose to major in mathematics, emphasizing a traditional study of mathematics and its modern applications
4. Those who choose to major in computer science, emphasizing a liberal arts approach to computer science and its applications

CX 103, MA 101, MA 105, MA 106, and MA 127 are courses designed for students with minimal secondary school background in mathematics. Students who have completed MA 113 are strongly encouraged to enroll in 200-level courses in mathematics and computer science instead of in these courses. CX 103 is designed for students outside the natural sciences division. MA 105 and MA 106 provide introductions to discrete mathematics and statistics for students who lack the prerequisites needed for MA 200, MA 310, MA 311, or MA 315. MA 127 is an elementary course in computer simulation. In addition to this group of introductory courses, the department offers two distinct ways to learn topics normally encountered in the high school curriculum that are prerequisite to the study of calculus. The more traditional method involves taking a regularly offered winter term precalculus course designed to prepare students for MA 112 in the spring semester. In the second method, students take MA 111 in the fall semester followed by a special section of MA 112 in the spring semester. This two-semester sequence is an "extended calculus" course in the sense that the more traditional pre-calculus topics are integrated with calculus topics and studied as they are needed.

The mathematics major includes a core sequence of analysis, algebra, and discrete mathematics and computer science. Each student will choose several electives, with the help of an adviser, in order to best fulfill the student's particular mathematical needs and goals.

The computer science major includes a core sequence of introductory computer science and discrete mathematics, and a balance of upper-level electives in theory, systems, applications, and mathematics.

Required for the Major in Mathematics: MA 113, MA 200, MA 201, MA 203, MA 302, and MA 401; CX 121; four MA electives at the 200 level or above; and MA 704 in the senior year. Beginning with the Class of 1996, the mathematics major requires the "transition to higher mathematics" course, offered each winter term, by the end of the sophomore year.

Required for the Major in Computer Science: The computer science major requires 12 courses including a senior thesis. The following courses are required for all majors: CX 121, CX 122, CX 214, CX 223, CX 421, CX 423, and CX 704. In addition, students are required to take five electives. At least two must come from CX 341, CX 343, and CX 345. At least two must come from CX 204, CX 322, CX 326, CX 328, MA 318, and MA 324. The final elective may come from either of the previous groups or from MA 200, MA 302, and MA 403.

Honors Program: A student who wishes to be considered for departmental honors in mathematics or computer science must submit a proposed plan of study during his or her junior year. The program should meet the requirements listed above, but must also include an additional elective of an advanced nature. This elective is ordinarily at the 400 level, but certain 300-level courses may be accepted. Students should consult with their advisers as they develop proposals for honors study.

Required for the Minor in Mathematics: MA 112, MA 113, MA 200, MA 201, and two courses at the 300 level or above.

Required for the Minor in Computer Science: CX 121, CX 122, CX 214, CX 223; one course from CX 343, CX 341, CX 345; and one elective at the 200 level or above.

Advanced Placement: Advanced placement is offered to first-year students whose secondary training indicates they can commonly bypass one or more of the beginning courses in mathematics or computer science. Majors typically begin their study of mathematics in MA 113 or MA 200, and their study of computer science in CX 121 or CX 122. Mathematics majors who need to begin the study of calculus with MA 112 may arrange with their advisers to use this course as one of the required electives.

Joint Majors: Mathematics and computer science are frequently elected as joint or double majors with other disciplines. The mathematics component of a joint major requires the following courses: MA 113, MA 200, MA 201, MA 203; one course from MA 302 and MA 401; one MA elective at the 200 level or higher; one MA elective at the 300 level or higher; MA 704. The computer science component of a joint major requires: CX 121, CX 122, CS 214, CX 223; one course from CX 421 and CX 423; one course from CX 341, CX 343, and CX 345; one course from CX 322, CX 326, and CX 328; and CX 704.

Students who wish to pursue either major and to enroll in teacher education as well should consult both the mathematics adviser and the director of teacher education early in their college careers. Students who plan to pursue their studies abroad during the junior year should also plan their course of study in the major by the end of their first year.

Because of the wide variety of course offerings available at other institutions, students wishing to substitute a course from another school for any course in mathematics or computer science must seek approval from the department before registering for the course.

MA 101: Principles and Practice of Mathematics (Fall)
Mathematics has become essential as the language of science, crucial for the informed citizen in a technological society, and a necessity for a widening spectrum of careers. This course provides an introduction to mathematics based on breadth, modernity, and immediate applicability. The emphasis is on the concepts of change and chance. Topics will be selected from dynamical systems and difference equations, geometry and robotics, probability, linear algebra, discrete mathematics, and algebraic structures. This course also provides an alternative to calculus as the starting point for a major or concentration in mathematics. (Three or more years of secondary school mathematics) **DED** (Mr. Olinick)

[MA 105 Finite Mathematics: Probability, Matrices, and Programming]
DED

MA 106 Introduction to Statistical Science (Spring)
A practical introduction to statistical methods and the examination of data sets. Computer software will play a central role in analyzing a variety of real data sets from the physical and social sciences. Topics include descriptive statistics, elementary distributions for data, hypothesis tests, confidence intervals, correlation, regression, contingency tables, and analysis of variance. The course is especially suited to students in the physical, social, medical, and environmental sciences who have a modest background in mathematics and who seek an applied orientation to data analysis. 3 hrs. lect., 1 hr. computer lab (MA 105, MA 112, or permission) **DED** (Mr. W. Peterson)

MA 111 Extended Calculus (Fall)
A course for students with only two or three years of secondary school mathematics. This course integrates the material prerequisite to calculus with calculus itself. Algebra, graphs, and properties of continuous functions are studied as these topics relate to the calculus. Trigonometric functions, analytic geometry, logarithms, and exponential functions will be integrated into the course as the need arises. MA 111 begins in the fall and continues with a special section of MA 112 in the spring. (Permission) **DED** (Ms. Bremser)

MA 112 Calculus I (Fall, Spring)
Introductory analytic geometry and calculus. The differential calculus of algebraic and trigonometric functions with applications to curve sketching, maximization problems and related rates; the indefinite and definite integral, area under a curve, fundamental theorem of calculus, volumes of solids of revolution. Designed for students with four years of secondary school mathematics, the course assumes no prior introduction to the topics listed. **DED** (Staff)

MA 113 Calculus II (Fall, Spring)
A continuation of MA 112, may be elected by first-year students who have had an introduction to analytic geometry and calculus in secondary school. Introduction to natural logarithm and exponential functions. The calculus of the elementary transcendental functions. Techniques of integration, infinite series and Taylor's theorem, polar coordinates, improper integrals, ordinary differential equations. (MA 112 or permission) **DED** (Staff)

[MA 127 Understanding Changing Systems]
DED

[MA 150 Calculus: A Theoretical Approach]
DED

MA 200 Linear Algebra (Fall, Spring)
Matrices and systems of linear equations. The vector space R3 and other real vector spaces. Independence and dimensions. Scalar products and orthogonality. Linear transformations and matrix representations. Eigenvalues and similarity. Determinants. The inverse of a matrix and Cramer's rule. (MA 112 or permission) **DED**
(fall: Mr. W. Peterson; spring: Ms. Bremser)

MA 201 Multivariable Calculus (Fall, Spring)
The calculus of functions of more than one variable. Introductory vector analysis, analytic geometry of three dimensions, partial differentiation, multiple integration, line integrals, elementary vector field theory, and applications. (MA 113 and MA 200 or permission; MA 200 may be taken simultaneously) **DED** (fall: Mr. Dorman; spring: Mr. Olinick)

[MA 205 Discrete Mathematics]
DED

MA 220: Graph Theory and Combinatorics (Spring)
Topics from combinatorial mathematics including graphs, enumeration problems, planar graphs, Euler paths and the Konigsberg Bridge Problem, Hamiltonian graphs, the four color conjecture, tilings and tesselations of the plane, Fibonacci sequences, applications. (MA 113) **DED** (Mr. B. Peterson)

[MA 227 Set Theory]
DED

[MA 228 Mathematical Logic]
DED

[MA 240 History of Mathematics]
Next offered in fall 1998. **HIS**

MA 300 Topics in Linear Algebra and Differential Equations (Spring)
A continuation of MA 200; diagonalization of matrices, quadratic forms, inner product spaces, canonical forms. The spectral theorem, positive matrices, the Cayley-Hamilton theorem. Ordinary differential equations of arbitrary order, systems of first-order differential equations, power series, and eigenvalue methods of solution. Applications. **DED** (Staff)

MA 302 Abstract Algebra (Fall)
Groups, subgroups, Lagrange's theorem, homomorphisms, normal subgroups and quotient groups. Rings and ideals, integral domains and fields. The field of quotients of a domain. The ring of polynomials over a domain. Euclidean domains, principal ideal domains, unique factorization, factorization in a polynomial ring. (MA 200 or permission) **DED** (Ms. Bremser)

[MA 310 Probability]
DED

[MA 311 Statistics]
DED

MA 315: Mathematical Models in the Social, Life, and Management Sciences (Spring)
An introduction to the role of mathematics as a modeling tool and an examination of some mathematical models of proven usefulness in problems arising in the social and management sciences. Topics will be selected from the following: axiom systems as used in model building, optimization techniques, linear and integer programming, theory of games, systems of differential equations, computer simulation, stochastic process. Specific models in political science, ecology, sociology, anthropology, psychology, and economics will be explored. (Permission) **DED** (Mr. Olinick)

MA 318: Operations Research (Fall)
Operations research is the utilization of quantitative methods as an aid to managerial decisions. In this course, several of these methods will be introduced and studied in both a mathematical context

and a physical context. Topics included will be selected from the following: classification of problems and the formulation of models, linear programming, network problems, transportation problems, shortest route problems, assignment problems, integer programming, nonlinear programming queues, inventory problems, and game theory. (Permission) **DED** (Mr. W. Peterson)

MA 321 Elementary Number Theory (Spring)
Divisibility and primeness. Number congruences; the theorems of Lagrange, Fermat, and Euler; residue theory; quadratic reciprocity. Diophantine equations. The distribution of primes, density, and the prime number theorem. (MA 113) **DED** (Mr. Schumer)

[MA 322 Topics in Advanced Number Theory]
DED

MA 324: Numerical Analysis (Fall)
Topics dealing with the numerical solution of mathematical problems on the computer such as numerical differentiation and integration, curve fitting, systems of equations, and numerical solutions of differential equations. (MA 214) **DED** (Staff)

MA 401 Advanced Calculus (Fall)
An axiomatic treatment of the topology of the real line, real analysis, and calculus. Topics include neighborhoods, compactness, limits, continuity, differentiation, Riemann integration, and uniform convergence. (MA 201 and MA 203) (Mr. Abbott)

[MA 403 Abstract Algebra II]

[MA 411 Elementary Topology]

MA 431: Complex Analysis (Spring)
An introduction to functions of complex variables. Mappings of the complex plane, analytic functions. Cauchy Integral Theorem and related topics. (MA 201 or permission) **DED** (Mr. Abbott)

[MA 432 Hyperbolic Geometry]

MA 500 Advanced Study (Fall, Spring)
Individual study for qualified students in more advanced topics in algebra, number theory, real or complex analysis, topology. Particularly adapted for those who enter with advanced standing. (Permission) (Staff)

MA 704 Senior Seminar (Fall, Spring)
Each student is required to complete and present a major paper on a topic chosen with the advice of a faculty member. In addition, during the academic year, each student is expected to attend a series of lectures designed to introduce and integrate ideas of mathematics not covered in the previous three years. (Staff)

COMPUTER SCIENCE

CX 103 Introduction to Computers (Fall)
An introduction to computers for those interested in acquiring elementary computer literacy. The course will cover topics such as function and organization of a computer, social issues in computing, and basic programming concepts. We will also look at some contemporary uses of computers in society. Open to sophomores and first-year students. Juniors and seniors may take the course by permission only. **DED** (Ms. Briggs, Mr. Dickerson)

CX 121 Fundamentals of Computing I (Fall, Spring)
A breadth-based approach to the fundamental concepts and techniques of computer science, balancing mathematical foundations, topics in computer science, and structured programming in Pascal or Modula-2. The learning of mathematical concepts and techniques such as proof methods, logic and set theory, elementary number theory, and matrices will be motivated and reinforced by direct application in the context of topics in computer science, as well as in the practice of structured programming in the lab. Strong emphasis will be placed on algorithmic problem solving. **DED**
(fall: Mr. Martin; spring: Mr. Dickerson)

CX 122 Fundamentals of Computing II (Fall, Spring)
A continuation of the breadth-based approach begun in CX 121 with continued emphasis on algorithm design and analysis. Additional requisite mathematical concepts such as combinatorics and graph theory, as well as remaining techniques and concepts of structured programming such as abstract data types and dynamic storage allocation, in the context of major areas of computer science. **DED**
(fall: Ms. Briggs; spring: Mr. Dickerson)

[CX 204 Computing Ethics]
Next offered in 1997-98.

CX 214 Data Structures and Program Design (Fall)
A third course in computer science stressing ideas and structures helpful in designing algorithms and writing programs for solving large, complex problems. The course will introduce many important abstract data types (ADTs) such as stacks, queues, and trees. It will then focus on various data structures used to implement these ADTs, contrasting the completing structures in terms of their space and time efficiency and other considerations that vary from application to application. (CX 122 or concurrently with CX 122) **DED** (Mr. Dickerson)

CX 223 Computer Systems and Assembly Language Programming (Spring)
A detailed study of the hardware and software that make up a computer system. The design and philosophy of several currently available minicomputers will be stressed. Programming in assembly language of one of these computers will be taught and used throughout the course. (CX 214)
(Mr. Martin)

CX 322 Geometry and Computer Graphics (Fall)
The mathematical techniques for creating graphics on the computer. Topics include clipping, perspective, coordinate transformations, hidden surface algorithms, and animation. (MA 201 and at least one course in structured programming) **DED**
(Mr. Martin)

[CX 326 Artificial Intelligence]
Next offered in 1997-98. **DED**

[CX 328 Cryptology]
Next offered in 1997-98. **DED**

[CX 341 Operating Systems]
Next offered in 1997-98. **DED**

CX 343 Principles of Compiler Design (Spring)
Introduction to the design and construction of compilers and translators. Finite automata, lexical analysis, context-free grammars, top-down and bottom-up parsing, translation, code optimization, code generation, symbol tables, run-time organization, error recovery. Term project involving adding capabilities to an existing compiler for a Pascal-subset language. (CX 214) **DED** (Ms. Briggs)

CX 345 Programming Languages (Fall)
Systematic approach to concepts and features of programming languages. Topics include imperative and functional languages, data types, control structures, run-time organization, program correctness, program environments. (CX 214) **DED**
(Ms. Briggs)

[CX 421 Theory of Computation]
Next offered in 1997-98.

CX 423 Algorithms and Complexity (Spring)
The theory of the design and analysis of algorithms covering topics such as the complexity and efficiency of algorithms, various complexity classes of algorithms, the notion of computability, and methods for determining the correctness of algorithms. (CX 214) (Mr. Martin)

CX 500 Advanced Study (Fall, Spring)
Individual study for qualified students in more advanced topics in computer science theory, systems, or application areas. Particularly suited for students who enter with advanced standing. (Permission)
(Staff)

CX 704 Senior Seminar (Fall, Spring)
Same format as MA 704, and meets with MA 704, but student's paper will be in some area of computer science. Students interested in CX 704 should refer to MA 704. (Staff)

MOLECULAR BIOLOGY AND BIOCHEMISTRY

Professors: George Saul (biology), Christopher Watters (biology), Stephen Sontum (chemistry and biochemistry); *Assistant Professors:* Robert Cluss (chemistry and biochemistry), Matthew Dick (biology), Grace Spatafora (biology, on leave academic year); *Visiting Assistant Professor:* Patricia Siering

The program in molecular biology and biochemistry represents a combined instructional effort by members of the department of biology and the department of chemistry and biochemistry. The major is designed for students with overlapping interests in biology and chemistry. Students receive a strong foundation in cellular biology, genetics, and biochemistry, and should be well prepared for medical school; graduate studies in biochemistry, cellu-

lar or molecular biology; or employment in biotechnical research.

Required for the Major: The major in molecular biology and biochemistry is composed of 14 required courses and 2 electives. Students may be able to bypass introductory courses in biology, chemistry, mathematics, or physics on the basis of AP credit or proficiency exams.

Suggested Schedule:

First year fall
CH 103 Fundamentals of Chemistry I
MA 112 Calculus I
BI 195 Genetics and Evolution (may be taken in the spring semester)

First year spring
CH 104 Fundamentals of Chemistry II
MA 113 Calculus II

Sophomore year fall
CH 241 Organic Chemistry I
BI 195 Genetics and Evolution (if not taken in the first year)

Sophomore year spring
CH 242 Organic Chemistry II
BI 250 Organelles and Cells

Junior year fall
CH 322 Biochemistry of Macromolecules *or*
BI 310 Microbiology
(Both CH 322 and BI 310 are required for the major.)
PH 109 Newtonian Physics
BI 360 Practical Cell Biology
(Either BI 360 or CH 353 below is required for the major.)

Junior year spring
BI 314 Molecular Genetics
PH 110 Electricity and Magnetism
CH 353 Physical Chemistry for the Life Sciences
(Either CH 353 or BI 360 above is required for the major.)

Senior year fall
CH 322 Biochemistry of Macromolecules (if not already taken)
BI 310 Microbiology (if not already taken)
Senior thesis research and/or electives

Possible electives include:
BI 500 Independent Studies in Biology
or
CH 400 *or* CH 500 Chemistry and Biochemistry
BI 225 Human Genetics
BI 305 Developmental Biology
[BI 330 Mechanisms of Microbial Pathogenesis]
BI 340 Immunology
BI 360 Practical Cell Biology
[BI 396 Evolution of Developmental Regulatory Systems]
[BI 440 Membranes in Health and Disease]
Next offered in fall 1997.
CH 353 Physical Chemistry for the Life Sciences
CH 425 Biochemistry of Metabolism
Winter term courses in selected topics (e.g., molecular endocrinology, radiation, biology, membrane biology)

MUSIC

Christian A. Johnson Professor of Performing Arts: George Todd; *Associate Professor:* Greg Vitercik; *Instructor:* Su Lian Tan; *Visiting Instructors:* Evan Bennett, Fred Haas; *Organist and Choir Director, Fletcher Professor of the Arts:* Emory Fanning

Required for the Major: The music department offers courses in theory, history/literature, world music, jazz, composition, and performance. Majors are required to take MU 209-210, MU 220-221, MU 301-302, MU 306 or MU 307 or performance elective, two 200-level or above elective courses, and one elective course in world music, chosen in consultation with the adviser, and one or two units of senior work. In addition to the curricular requirements, majors are expected to participate for three semesters in departmental ensembles: choir, orchestra, or other approved ensembles.

Required for the Minor: Students who choose the voluntary minor in music are required to complete five courses, two of which are general introductory courses. The three other courses would all be at an upper level; all three may be in a specific area of specialization or two may be in a specific area with the third in another area.

The general introductory courses include:

MU 101 Introduction to Western Music (or equivalent)
MU 102 The Concert Experience
MU 105 Introduction to World Music (or equivalent)

MU 109 Music Theory and Musicianship
(or equivalent)
MU 110 History of Jazz (or equivalent)

Courses in a specific area might include composition (MU 209, MU 210, MU 250, MU 301, MU 302, MU 309, MU 310, MU 350); history (MU 220, MU 221, or electives); world music/jazz (MU 106, MU 107, MU 201, MU 211, MU 241, or electives); and performance (MU 306, MU 307, or electives). Students may also do an independent project (MU 500), which counts as one course toward the voluntary minor. All students choosing music as a voluntary minor are required to petition the instructor(s) and department chair by the junior year.

Senior Work and Departmental Honors: Music majors will propose a senior project during the winter term of their junior year and this will be reviewed by the department during the spring term. Projects that have been approved by the department will be undertaken as the student's senior work (MU 704); general guidelines for senior work are available from the department secretary. Departmental honors in music reflect a student's overall achievement in—and contribution to—the department. To be eligible for consideration for honors, a grade average of at least B+ in all music courses is required. Honors are awarded primarily on the basis of excellence in senior work: B+ in senior work and B+ in departmental courses will be eligible for Honors; A- in senior work and A- in departmental courses will be eligible for High Honors; A in senior work and A in departmental courses will be eligible for Highest Honors.

[MU 101 Introduction to Western Music]

MU 102 The Concert Experience (Fall)
Music exists primarily in performance. In this course we will examine a range of musical styles, forms, and genres—including both western and nonwestern, "classical," popular, and jazz—as they are experienced in live performance. Through a variety of readings we will also explore the historical, social, cultural, and political contexts that shape this experience, both for the listener and performer. Guest lecturers will include composers and performers, as well as management and marketing professionals involved in the concerts we will be attending. Attendance at the concerts involved is mandatory. (No prerequisites; open to students who have taken MU 101 by permission only) **ART**
(Mr. Vitercik)

MU 105 Introduction to World Music (Fall)
This course surveys a few world music traditions: Indian, Japanese, Latin American, Native American, Caribbean, Indonesian, and African. By using case studies from each of these areas, we will hope to glimpse the breadth of musical expression offered by these traditions, how that relates to their contextual settings, and what that may mean when considering issues such as identity, race, ethnicity, nationalism, political struggle, ethics, perspectives (insider and outsider), westernization, gender, ways of perceiving and making meaning of the world, and other topics. Theories from ethnomusicological literature will also be examined. This is a reading, listening, and viewing course. (Open only to first-year students and sophomores) **ART SOC OTH**
(Staff)

[MU 106 Survey of Indian Music]

[MU 107 Rock, Rap, and Reggae]
ART USA

[MU 108 Africa's Pop Culture]
ART SOC OTH

MU 109 Music Theory and Musicianship (Spring)
This course focuses on fundamentals of music and music theory from practical necessities (how to read music, notation) to theoretical concepts (intervals, modes, basic tonal harmony) and ear-training. Where possible, the concepts are immediately applied to one's performance medium (vocal or instrumental). (No prior music theory required. Students who wish to take upper-level music theory or composition courses must either complete this course or pass a theory and musicianship test administered by the department.) **ART**
(Staff)

MU 110 History of Jazz (Fall)
This course will chart the evolution of jazz from its origins up to the present. The focus of the course will be learning how to listen to jazz by studying the key players in the history of the music such as Louis Armstrong, Charlie Parker, Miles Davis, and John Coltrane, as well as many lesser known instrumentalists and vocalists. Listening to jazz recordings, watching jazz videos, and attending jazz performances are important aspects of this course.
(Mr. Haas)

AD 116 The Creative Process (Fall, Spring)
See interdepartmental listings for description.

MU 201 Jazz Theory and Improvisation (Spring)
The goal of this course is to increase one's ability to improvise in the jazz idiom through the study of theoretical concepts, which will immediately be applied to one's performance medium (either vocal or instrumental). Students may enter the course with no previous improvisation experience, but must have basic proficiency in an instrument or voice (i.e., knowledge of all major and minor scales). (MU 109 or equivalent or permission) (Mr. Haas)

MU 205 Performance Lab (Fall, Spring)
Credit may be conferred for performance in faculty-supervised ensembles, one unit of such credit to accrue over three terms. Grades, based on attendance and quality of performance, will be given by the appropriate supervising faculty. A student should register for MU 205 at the beginning of the third term by adding it as a fifth course. No more than one credit may be earned in any one semester. Credit may be earned only for work during the spring and fall terms. (Staff)

MU 209 Music I (Fall)
Music I focuses on the materials and grammar of music through compositional exercises. Students will write short pieces for various instruments and ensembles, notate their pieces, rehearse and perform them, thereby learning about music through discovery and observation. The assignments are designed for students with or without compositional experience. (Ability to play an instrument or sing; MU 109 or must pass a placement exam in fundamentals of music theory) **ART** (Mr. Bennett, Ms. Tan)

MU 210 Music II (Spring)
Continuation of MU 209. **ART** (Ms. Tan)

[MU 211 Elements of World Musicianship]

[MU 212 Music, Performance, and Gender]

MU 220 Survey of Music History (Fall)
A chronological survey of western music, from the earliest written music through the middle of the 18th century. Beginning with Gregorian chant and troubadour song, we will explore the music of the Middle Ages, the Renaissance, and the Baroque era. Among the composers discussed are Machaut, Desprez, Palestrina, Monteverdi, Vivaldi, Handel, and Bach. Analysis of the music will be supplemented by consideration of the ways in which music relates to the other arts and reflects the history and culture of its time. (Students should have some prior musical experience, such as MU 101 or MU 209; the ability to read music is assumed.) **ART EUR** (Mr. Vitercik)

[MU 221 Survey of Music History] ART EUR

MU 222 Topics in Music History (Spring)
This course will take up selected topics from western music history, allowing us to explore them in greater depth and sharper focus than a primarily chronological survey allows. Topics and readings will change from year to year; for 1996 the central topic will be lyricism in 19th-century music, ranging from vocal music and its derivatives in lyric instrumental miniatures to the lyric impulse that shapes the symphonic forms of the end of the century. Readings will include Rosen's *The Romantic Generation* and Eagleton's *The Ideology of the Aesthetic.* (MU 220 or MU 221 recommended) **ART** (Mr. Vitercik)

[MU 229 J.S. Bach: The Organ Works]

[MU 230 Introductory Performance Seminar]

[MU 231 The Life and Music of Miles Davis]

[MU 240 Music and Ritual]

[MU 241 Pop Art and Pop Music: Resistance against Apartheid South Africa] ART SOC OTH

MU 250 Introduction to Electronic Music (Fall)
The primary focus of this introductory course is the interplay of technology and music. In weekly studio, homework, and listening assignments, students will be asked to analyze and manipulate sound on the Synclavier Music System, applying their acoustical discoveries to understanding musical works and to the composition of original electronic music. (No computer or musical experience is assumed.) **ART** (Mr. Todd)

[MU 261 Vocal Repertory]

MU 280 Conducting (Fall)
This course will cover the elements of conducting

from simple spatial gestures related to the music through more complex patterns of movement. Orchestral and choral scores and techniques will be studied. (Ability to read music required, keyboard skills recommended) **ART** (Mr. Fanning)

MU 301 Theory I (Fall)
This course will explore the elements of tonal music through a detailed historical and analytical study of styles and techniques employed in the music of the common practice era. (MU 209-210 or permission) (Mr. Vitercik)

MU 302 Theory II (Spring)
Continuation of MU 301. (MU 301) (Mr. Bennett)

MU 306 Performance Class (Fall)
This course is run as a weekly seminar in which all students perform as soloists and in ensembles and participate in discussions of topics and readings related to performing. Students will attend live events on campus. (Mr. Fanning)

MU 307 Performance Class (Spring)
Continuation of MU 306. (Mr. Fanning)

MU 309 Advanced Composition I: Writing an Opera (Fall)
In this class we will create an opera buffa, scored for voices and instruments. We will continue the process begun during winter term 1996, when we wrote the libretto based upon *Gimpel the Fool* by Isaac Singer. The opera will be produced during winter term 1997 (participation in winter term 1997 is strongly encouraged but not required). (MU 209 and MU 210 or equivalent, or permission)
(Ms. Tan)

[MU 310 Advanced Composition II]

[MU 323 Music of the Classical Period]

[MU 331 History of Opera]

MU 350 Electroacoustic Music Composition (Spring)
This course will build on the materials studied in MU 250. Students will compose electronic and/or mixed media pieces using the College's Synclavier Digital Music System and other MIDI equipment. A public concert of students' work will be presented at the end of the semester. (MU 250)
(Mr. Todd)

[MU 370 Mixed Media]

MU 500 Independent Study (Fall, Spring)
(Permission)

MU 600 Independent Study (Winter)
(Permission)

MU 704 Senior Work (Fall, Winter, Spring)
Senior work is required of all music majors. Projects may be in history, composition, theory, or performance and culminate in either a written presentation or a public performance. Majors must make a preliminary proposal for their senior project in the winter term of their junior year.

Applied Music
Undergraduates interested in performance for academic credit see descriptions for MU 205, MU 306, and MU 307 and other elective courses in performance.

While private study is not required for participation in ensembles, it is strongly encouraged. Students who wish private instruction in classical or jazz piano (beginning or advanced), organ, violin, viola, cello, bass, flute, oboe, clarinet, saxophone, French horn, trumpet, guitar (classical, acoustic, electric), or voice should enroll with the department. Inasmuch as spaces are limited, auditions may be required. Contracts must be signed after the first lesson and are binding. The fee of $205 is to be paid to the Cashier's Office upon receipt of a bill at the beginning of each term. No rebate is allowed for lessons missed except in the case of injury or continued illness. There are ten 45-minute applied music lessons per semester.

For those students accepted for private instruction, the applied fee is waived if they are enrolled in MU 306, MU 307, and performance-related MU 500, MU 600, and MU 704 projects.

Private instruction: *piano:* Ms. Fanning, Ms. Paden, Ms. Roemischer; *jazz piano and jazz improvisation:* Mr. Haas; *jazz piano and jazz voice:* Mr. Forman; *organ:* Mr. Fanning; *violin:* Mr. Schor; *cello:* Ms. Davydov; *bass:* Mr. Schenawolf; *flute:* Ms. Janson; *oboe:* Mr. Bennett; *clarinet:* Mr. McBride: *saxophone:* Mr. Haas; *horn:* Mr. Parshley; *trumpet:* Mr. Brubaker; *classical guitar:* Mr. Geoghegan; *acoustic and electric guitar:* Mr. Asbell; *voice:* Ms. Christensen, Ms. Kähler, Ms. Kaiser, Mr. Marcy.

The department will assist the student in securing instrumental instruction not provided by the staff.

Recitals: Regularly scheduled recitals and lectures are open to the public.

Ensembles

College Choir: The College Choir sings at chapel services and special concerts on and off campus. Audition required, open to all students without prerequisite. (Mr. Fanning)

Middlebury College Orchestra: The orchestra performs approximately four times a year in programs featuring music from all periods. Instrumentalists may arrange for an audition through the music department. (Mr. Bennett)

Other Chamber Ensembles: String quartets, woodwind and brass ensembles can be formed and coached for interested students. Independent projects (MU 500) can be arranged for these groups.

Facilities

In addition to a 400-seat concert hall, the Center for the Arts provides classroom spaces, rehearsal hall, practice rooms, and computer-music facilities. The Music Library, also located in the Center, holds the Flanders Ballad Collection and the Vermont Archive of Traditional Music.

Music Library: The Christian A. Johnson Music Library contains over 30,000 records and CDs, videos, scores, books, and a collection of chamber music. Listening facilities in the library are available to anyone from the College community. Mr. McBride is the librarian.

Electronic Music Studio: A well-equipped studio that includes a Synclavier with Sample-to-Disc. Mr. Todd is the director.

Practice Facilities: Practice rooms with pianos are available for individual and group rehearsals.

PHILOSOPHY

Professor: Stanley Bates; *Associate Professor:* Richard Arthur (chair); *Assistant Professors:* Don Adams, Laura Ruetsche; *Instructors:* Heidi Grasswick, Martha Woodruff; *Emeritus Professors:* Hiroshi Miyaji, Victor Nuovo

Philosophy has traditionally been conceived as the discipline that attempts to achieve the most comprehensive understanding of reality and the role of human existence. It therefore investigates and reflects upon the principles underlying the special sciences–natural, moral, historical, and social–as well as those matters which have not yet been subjected to any specific methodology.

The philosophy program at Middlebury is designed to provide all students with an opportunity to engage in philosophical inquiry, as well as to provide challenging courses and programs of study for students majoring in the subject.

Nonmajors: Most philosophy department courses are open to students who are not majors. Those who have done little or no previous work in philosophy are encouraged to take one of the introductory courses listed below, all of which—whether at the 100 or 200 level—are open to students of all classes. Other courses at the 200 level are introductions to special topics in philosophy or to specific areas in the history of philosophy, and first-year students wishing to take them should consult the instructor. Although 200-level courses do not generally have prerequisites, students who have done work in pertinent related areas of the sciences, education, religion, or the arts will benefit from their studies in those areas. Courses at the 300 level are open to nonmajors, but they presuppose a higher level of sophistication than the 200-level courses. They may have prerequisites or require prior work in philosophy and are not normally open to first-year students.

Required for the Major: Majors shall elect 10 courses in the department, including the seminar requirement. PA 180 is required, and it is recommended that this be taken early in the program. Majors must elect one course in each of the following three areas: ethics; philosophy of science, theory of knowledge, or metaphysics; history of philosophy. Cognate courses may be substituted for no more than two departmental courses; such substitutions require the prior approval of a major's departmental adviser, and must be at the 200 level or above.

Seminar Requirement: Majors must take two department seminars (400-level courses on advanced topics in philosophy). Junior majors must take the seminar currently offered in the spring term; seniors must take the seminar currently offered in the fall term. Students who are abroad during the spring of the junior year must take both seminars in their senior year. This requirement will not be waived for students doing departmental honors.

Required for the Minor: A total of six courses in philosophy, including PA 180 and one 400-level seminar. The seminar will normally be taken during the final three semesters of a student's undergraduate career (excluding winter term), and only after the student has completed three other philosophy courses. Students electing the philosophy

minor should arrange to have an adviser in the philosophy department.

Departmental Honors: To become a candidate for departmental honors in philosophy, a student must be a major in philosophy with at least a B+ average in philosophy department courses, and, prior to registration for honors work, must submit to the department a research proposal. Students may register for honors only after the department has approved their proposals. With departmental approval, students may register as honors candidates for two successive terms of PA 500 (normally during the winter and spring terms of their senior year). In order to receive departmental honors, students must complete a two-term project resulting in a thesis or a set of thematically related papers, and receive for their work a minimum grade of B+. In addition, they must maintain a B+ average for their other departmental courses.

International Major: Three to four courses, normally including PA 150, PA 180, and two of the following: PA 201, PA 220, PA 221, PA 250, PA 255; three or four philosophy course credits at a Middlebury School Abroad or an approved equivalent; the department seminar requirement; an advanced course in the appropriate language department—yielding a minimum of 10 courses. The international major in philosophy is only available to students entering before summer 1995.

INTRODUCTORY COURSES

PA 150 Introduction to the Philosophical Tradition (Fall, Spring)
This course will introduce students to fundamental philosophical issues concerning the nature of reality (metaphysics), the possibility of knowledge (epistemology), and the nature of value (ethical theory) through a reading of a number of important primary texts of thinkers such as Plato, Descartes, Hume, Kant, Kierkegaard, Mill, Nietzsche, and Freud. **PHL EUR** (Mr. Adams, Ms. Ruetsche)

PA 180 Introduction to Modern Logic (Fall, Spring)
The aim of this course is to provide a sound understanding of the principles of deductive reasoning through the study of modern symbolic logic. Students will learn how to translate natural arguments into the formal languages of propositional and predicate logic, and study both semantics and derivation systems for these languages. Mastery of these techniques will enable students to evaluate arguments from a logical point of view. No prior knowledge of logic, formal mathematics, or computer science is presupposed in this course, which does not count toward the PHL distribution requirement. **DED** (Mr. Arthur, Staff)

PA 201 Ancient Greek Philosophy (CW) (Fall)
The emphasis in this course will be on the historical development of Greek ethics or Greek metaphysics. While Plato and Aristotle will be of central importance, we will also examine some later Greek thinkers: for example, Stoics, Skeptics, Neoplatonists. A limited number of spaces are available in this course to satisfy the College writing requirement. **PHL HIS EUR** (Mr. Adams)

PA 205 Human Nature and Ethics (Fall)
An investigation of some of the most important theories in Western intellectual history concerned with appropriate ways for people to lead "the good life." Proceeding in historical sequence, the course will cover Plato, Aristotle, Hobbes, Hume, Kant, and Camus. An attempt will be made to relate the moral theories considered to the general intellectual assumptions of the ages in which they were produced and to the stated or unstated conceptions of human nature contained in the theories. **PHL EUR** (Mr. Bates)

[PA 212 Introduction to the History of Modern Science]
PHL HIS EUR

PA 214 Science and Society (CW) (Fall)
Scientific theories are not developed in a vacuum; they can be influenced in various ways by the social circumstances in which they emerge, and they may themselves have important social consequences. This course will examine the relationship between science and society by focusing on attempts by psychologists, sociobiologists, and others to provide theories of human nature and potential, and on feminist critiques of science. We will address questions such as these: Is it methodologically wrong to bring presuppositions to scientific research? Is it worse if those presuppositions are moral or political commitments? What special responsibilities, if any, do scientists have when they investigate questions with explosive social import? Is the scientific method irremediably gender- or culture-biased? A limited number of spaces are available in this course to satisfy the College writing requirement. **PHL SOC** (Mr. Arthur)

[PA 216 Introduction to the Philosophy of Science]
PHL

[PA 218 Gender and Science]

PA 219 The Philosophy of Physics (CW) (Spring)
This course will examine philosophical questions pertaining to and/or arising from physical theories—questions such as: Is space absolute or relative? Does time flow in a particular direction, or is it given all at once, like a number line? Did the initial conditions of the universe determine the remainder of its (and our!) history? The course will emphasize philosophical puzzles generated by quantum mechanics and the special theory of relativity, but will *not* presuppose acquaintance with these theories. A limited number of spaces are available in this course to satisfy the College writing requirement. **PHL** (Ms. Ruetsche)

HISTORY OF PHILOSOPHY

[PA 221 Gender and the History of Philosophy]
PHL HIS EUR

[PA 222 American Philosophy]
USA

[PA 223 Introduction to Contemporary Philosophy]

[PA 224 Topics in Medieval Philosophy]
EUR

PA/HI 237 Chinese Philosophy (Spring)
See history listings for course description.

PA 250 Early Modern Philosophy (CW) (Spring)
In 16th- and 17th-century Europe, philosophers helped create and usher in the Scientific Revolution; but in doing so, they radically transformed the nature of the philosophical enterprise itself. The emergence of science cast a different light on questions concerning method, the possibility of certain knowledge, the nature of fundamental reality, the existence of God, and the foundations of morality and the state, which were explored by thinkers of this period with particular depth and originality. In this course we will study a representative sample of these thinkers' views, from among Descartes, Hobbes, Spinoza, Locke, Leibniz, and Hume. A limited number of spaces are available in this course to satisfy the College writing requirement. **PHL HIS EUR** (Mr. Nuovo)

PA 253 Confucianism and the Confucian Tradition in East Asia (Spring)
This course will inquire into the evolution of Confucianism and Neo-Confucianism in China, and its impact upon and adaptation by Japanese and Korean thought. Ethics, metaphysics, cosmology, and human nature are main issues to be discussed. The course involves extensive readings and discussion of selected texts in translation. (There is no prerequisite, but RE 115 is recommended.) **PHL HIS OTH** (Mr. Miyaji)

[PA 255 Kierkegaard, Marx, and Nietzsche]
PHL HIS EUR

[PA 302 Philosophy of Plato]

PA 303 Philosophy of Aristotle (Spring)
An examination of Aristotle's principal doctrines as represented in his writings: logical, physical, metaphysical, moral, and political. Attention will also be paid to some recent interpretations of Aristotle and to the validity of Aristotle's thought for contemporary philosophy. **PHL** (Staff)

SPECIAL TOPICS

PA 206 Contemporary Moral Issues (Spring)
An analysis of various moral issues, which may include but will not be limited to some of the following: abortion, pornography, capital punishment, animal rights, euthanasia, suicide, conventional and nuclear war. Our primary focus will be to understand exactly how moral arguments work. **PHL** (Mr. Adams)

[PA 209 Philosophy of Law]
PHL

[PA 210 Contemporary Ethical Theory]

[PA 231 Philosophy of History]
PHL

[PA 232 Philosophy of Religion]

[PA 233 Aesthetics]
PHL EUR

PA 234 Philosophy and Feminism (Fall)
This course will explore themes in metaphysics and theory of knowledge from the point of view of recent writings of feminist philosophers. Questions to be considered include these:What has been meant by the term *objectivity*? Is there any sense in which objectivity, knowledge, and science are "masculine" concepts? To what extent is objectivity possible, or desirable? Are dualistic oppositions (like mind/body and self/other) the products of "masculine" thinking? We shall consider the presuppositions underlying these questions, as well as possible answers to them. **PHL** (Staff)

[PA 256 Topics in Japanese Philosophy]

[PA 280 Intermediate Logic]

[PA 310 Comparative Philosophy]

[PA/TH 331 Aesthetics: Philosophy and Film]

[PA 351 Theory of Knowledge]

[PA 352 Philosophy of Mind]

PA 354 Philosophy of Language (Fall)
Language is central to human activity. Its primary role is in communication, but we also use it to engage in countless other kinds of social interaction. And we probably think in a language. The philosophy of language seeks to describe and explain the properties which enable language to play its extraordinarily important role in people's lives, and to explain what is involved in understanding a language. Topics to be discussed include theories of meaning, reference and truth, transformational grammar, linguistic competence, the innateness debate, and language and thought. (PA 180 or permission of the instructor) **PHL** (Staff)

PA 355 Issues in the Philosophy of Time (Spring)
An investigation of some deep-rooted problems concerning time, some of them perennial—Can there be time in the absence of change? Is becoming real or just a perceptual illusion? Is time continuous or discrete?—some of them of more recent origin—Is time travel possible? What is responsible for the arrow of time? These issues will be examined both in historical context and in relation to modern science and philosophy. Students should be prepared to engage in serious study in the history of physics and philosophy in an effort to illuminate these vexing and exciting issues. (Some background in philosophy or natural science; PA 180 recommended) **PHL** (Mr. Arthur)

SEMINARS

The following seminars are offered by the department for junior and senior majors, and are open to other qualified students by permission. Juniors are required to take the spring seminar, and seniors the fall seminar. (See above "Seminar Requirement" for majors.)

[PA 408 Enlightenment Philosophy]

[PA 409 The Philosophy of Arthur Schopenhauer]

[PA 411 Kant]

[PA 412 Hegel]

[PA 415 Contemporary Moral Theory]

[PA 416 Contemporary Aesthetics]

PA 417 The Myth of the Given (Fall)
Are all empirical statements hypotheses? If there are any such things as the raw data of experience (any such things as, that is, the given), and if there exist statements describing the given and only the given, then these statements, unweighted by theoretical baggage, "upon reflection appear credible independent of any argument in their favour" (Russell). These are empirical statements which are not hypotheses! We will examine the rise and fall of the given in 20th-century epistemology and metaphysics. Luminaries studied will include the early Wittgenstein, Carnap, Lewis (C.I.), Quine, Sellars, and Rorty. Required of senior majors. **PHL** (Ms. Ruetsche)

PA 419 The Normative (Spring)
An investigation of norms in some or all of their guises. (Staff)

PA 500 Research in Philosophy (Fall, Spring)
(Open only to majors)

PHYSICAL EDUCATION AND ATHLETICS

Physical education is a *degree requirement.* The physical education program concentrates on lifetime sports, so that all students leave Middlebury College with exposure to sports or recreational activities in which they have developed a degree of skill and interest, which will be an asset to them in later years. Before graduation (and beginning with students in the Class of 1999, by the end of the sophomore year) students must complete two different courses. Each course carries one unit of physical education credit, with the exception of beginning swimming for nonswimmers, which can be taken during the first year for two units of credit.

Students may use participation on varsity and junior varsity intercollegiate teams as a way of satisfying the physical education requirement. No more than one of the two physical education credits may be earned from participation in a single sport. Two-sport athletes may satisfy both physical education credits through participation on varsity and junior varsity intercollegiate teams.

Students who wish to elect additional courses beyond those required for graduation may register with the department for the appropriate season and be scheduled for classes on a space-available basis. The courses and activities follow:

Certification Courses (textbook and related fees applicable): lifeguard training, C.P.R., first aid, water safety instructor's course

Special Lessons (fees apply): alpine skiing, karate, riding, scuba, ski touring

Equipment Sports (students provide equipment): beginning ice skating, cycling, figure skating, tennis

More Equipment Sports (department provides equipment): archery, badminton, fencing, golf, squash, volleyball

Conditioning Courses: beginning weight training, general conditioning, circuit training, swimming for conditioning

Dance Courses (as available): varying levels of ballet, jazz, and modern dance (TH 160, TH 161, TH 162, TH 260, TH 261, TH 276, TH 360, TH 361, TH 380, TH 381)

Special Departmental Course Offerings (as available): When offered, information on these courses will be available during the registration period for the season concerned.

Beginning Swimming for Nonswimmers: It is strongly recommended that students who cannot swim take this course in their first year. Students identified as nonswimmers may earn two physical education credits if they take beginning swimming and become able to swim one length of the pool and tread water for five minutes by the end of the first year. The physical education department will provide individual lessons, if necessary, and will allow the student to repeat the course throughout his or her first year.

The department schedules two seasons of instructional courses in the fall and spring terms and one season in the winter term. Registration is on a first-come, first-served basis and is open to students electing courses on a space-available basis. Students unaware of their physical education record should check with the department secretary in the Field House to ensure completion of their program prior to graduation. Applications for transfer credit must be made in advance, following College procedure for academic credit transfer. The Dean of Students Office processes credits from transcripts for students transferring to Middlebury.

All requests for medical waivers must come from the student's home physician. Injuries and illnesses suffered on campus will be considered as exceptions to the previous statement and will be handled by the College health center.

Season Dates

September 16-October 25, 1996
October 28-December 6, 1996
January 6-January 31, 1997
February 10-March 14, 1997
April 7-May 10, 1997

PHYSICS

Professors: Jeffrey Dunham (chair), Robert Prigo, P. Frank Winkler, Richard Wolfson; *Associate Professor:* Stephen Ratcliff

Physics is the fundamental science; it leads to our most basic understanding of the natural world and of human technological achievements. The physics program at Middlebury is designed to integrate physics into the liberal arts curriculum, as well as to provide challenging courses and research opportunities for students majoring in physics. Courses and student research activities in astronomy are also part of the physics program.

Course offerings reflect the needs of three categories of students: (1) those majoring in physics; (2) those majoring in another science who need a basic introduction to physics and the analytical

skills it provides; and (3) those majoring in areas outside the sciences, who seek to explore the concepts of physics with a minimum of mathematics.

Courses designed especially for nonscience students are PH 155 (Introduction to the Universe), PH 101 (Physical Reality and Human Thought), and several first-year student seminars.

Students majoring in the sciences, and others who desire a more analytical approach to physics, usually take the two-semester introductory physics sequence PH 109-110. In addition, they may elect more advanced courses at the 200 level. Students in premedical and other programs requiring two semesters of physics should take PH 109-110; other 100-level physics courses are not acceptable.

For those majoring in physics, we offer a broad range of courses that emphasize a variety of topics in physics while building both theoretical understanding and experimental skills. Middlebury physics majors apply their education in a wide variety of careers. Some pursue graduate work in physics and related fields. Others find their physics degrees valuable in engineering, medicine, business, law, teaching, government service, and other pursuits. The physics program is designed to encourage both those intending advanced study in physics and those for whom formal work in physics will end with the Middlebury degree.

Required for the Major in Physics: The major program consists of seven required physics courses: PH 109, PH 110, PH 201, PH 202, PH 212, PH 301, and the winter term course offered each year and serving as a bridge between PH 109 and PH 110; a minimum of three electives in physics; and the senior program. Electives may be chosen from courses at the 200 level and above. In addition to the courses listed below, courses that satisfy the elective requirement in physics are occasionally offered during the winter term. Mathematics at least through the level of MA 113 is also required; this requirement may be satisfied either at Middlebury or through appropriate pre-college courses in calculus.

Prospective majors must begin the physics sequence no later than the sophomore year. Starting in the first year allows more flexibility in the choice of courses and thesis topics.

Students planning graduate work in physics should elect as many as possible of PH 302 (Electromagnetic Theory), PH 330 (Analytical Mechanics), PH 350 (Statistical Mechanics), and PH 401 (Quantum Mechanics). In addition, MA 200 and MA 201 are strongly recommended for those anticipating graduate study. Most physics majors will find computer programming skills through the level of CX 122 extremely valuable.

Senior Program: The major program culminates with a three-unit senior thesis. The thesis involves a significant piece of experimental or theoretical research. Thesis topics in recent years have included work in astrophysics, laser spectroscopy, biophysics, holography, high-temperature superconductivity, ultrasonics, plasma physics, and nuclear magnetic resonance. Students doing practice teaching under the teacher education program may, with permission, take only two units of senior thesis.

Departmental Honors: A minimum grade average of B in physics courses is required of all honors candidates. Honors in physics are awarded primarily on the basis of excellent senior thesis work. A student's overall accomplishments in the department, including course work, teaching assistantships, and leadership are also considered in the awarding of honors.

Required for the Minor in Physics: The minor in physics consists of at least five courses, two of which must be PH 109 and PH 110. At least one of the others is to be chosen from among PH 201, PH 202, and PH 266; any two additional PH courses, including those offered during winter term, complete the minor.

Pre-Engineering: Some students study physics with the intent of eventually doing engineering, either through a 3-2 program or in graduate school. Students who pursue a physics major *en route* to a 3-2 engineering degree should take the same six-course introductory sequence outlined above, one elective course in physics, and CX 121. Four-year pre-engineering students take the normal physics major and choose electives in consultation with their adviser.

Advanced Placement: Students who seek advanced placement in physics should take the College Board AP examinations. Credit for PH 109 and/or PH 110 is given to students who achieve a score of 4 or 5 on the "Physics C: Mechanics" and/or "Physics C: Electricity and Magnetism" examination, respectively. One AP credit is given to students who take the "Physics B" examination and achieve scores of 4 or 5, but such students are advised to begin their study of physics with PH 109.

PH 101 Physical Reality and Human Thought (Spring)

This course for nonscience students will explore major ideas that shape our understanding of physical reality. The course will focus on the developments of modern physics, particularly relativity and

quantum theory. The physical content of these ideas will be emphasized in a nonmathematical way, and their philosophical implications discussed. Tracing the historical development of physical theories will convey a sense of the evolutionary and revolutionary aspects of scientific progress. The course concludes with contemporary attempts to understand the evolution of the universe in terms of the most fundamental physical principles. (Not open to students who have completed PH 201) 3 hrs. lect., 1 hr. disc. **SCI DED** (Mr. Dunham)

PH 109 Newtonian Physics (Fall, Spring)
This course examines motion as it occurs throughout the universe. The concepts of force, energy, and momentum are introduced and applied to systems ranging from subatomic particles to galaxies. Topics covered include Newton's laws of motion, work and energy, momentum, collisions, gravitation, rotational motion, and oscillatory motion. Emphasis is on practical applications in physics, engineering, the life sciences, and everyday life. Laboratory work and lecture demonstrations illustrate basic physical principles. (Students in PH 109 should be enrolled concurrently in MA 112 or have completed a high school or college calculus course.) 3 hrs. lect., 3 hrs. lab. **SCI DED** (fall: Mr. Prigo; spring: Staff)

PH 110 Electricity and Magnetism (Spring)
The physical principles of electricity and magnetism are developed and applied to the electrical structure of matter and the electromagnetic nature of light. The theory of relativity is explored in the context of its implications for mechanics and electromagnetism. Practical topics from electricity and magnetism include voltage, current, resistance, capacitance, inductance, and AC and DC circuits. Laboratory work includes an introduction to electronics and to important instruments such as the oscilloscope. (PH 109 or permission; MA 113 is a corequisite) 3 hrs. lect., 3 hrs. lab. **SCI DED** (Mr. Wolfson)

[PH 145 Electronics for the Intimidated]

PH 155 An Introduction to the Universe (Fall)
This introductory astronomy course primarily for nonscience students has as its goals: (1) exploring how scientists come to understand nature through the interplay of observations and theory; (2) communicating the excitement of current research topics such as quasars, black holes, and supernovae; and (3) providing appreciation for the sky as part of our natural environment and cultural heritage. Topics include the evolution of stars and the universe and the origins of life on Earth and possibly elsewhere. Laboratory work can include observations at the College Observatory. (High school algebra and geometry) 3 hrs. lect., 1.5 hrs. lab/disc. **SCI DED** (Mr. Ratcliff)

PH 201 Relativity and Quantum Physics (CW) (Fall)
This course probes in depth a number of areas for which classical physics has provided no adequate explanations. Topics covered include Einsteinian special relativity (kinematics and dynamics, conservation of momentum and mass-energy), statistical distributions in physics, kinetic theory, quantization and photons, x-rays, and the atomic models of Rutherford and Bohr. This course fulfills the College writing requirement. (PH 110, MA 113, or permission) 4 hrs. lect., 3 hrs. lab. **SCI** (Mr. Dunham)

PH 202 Atomic and Nuclear Physics (Spring)
This course is an introduction to quantum theory, including the wave particle-duality, Heisenberg's uncertainty principle, the Schrödinger wave equation, and wave mechanics. Applications will be made to atomic, molecular, nuclear, and elementary particle systems. (PH 201) 4 hrs. lect., 3 hrs. lab. **SCI** (Mr. Prigo)

PH 212 Applied Mathematics for the Physical Sciences (Spring)
This course concentrates on the methods of applied mathematics used for treating the partial differential equations that commonly arise in physics, chemistry, and engineering. Topics include differential vector calculus, Fourier series, and other orthonormal function sets. Emphasis will be given to physical applications of the mathematics. Both analytic and numerical (computer) techniques will be employed. *This course is a prerequisite for all 300- and 400-level physics courses.* (MA 113, PH 110) 3 hrs. lect., 1 hr. disc. (Mr. Ratcliff)

PH 221 Electronics for Scientists (Fall)
An introduction to modern electronic circuits and devices, emphasizing both physical operation and practical use. Transistors and integrated circuits are considered in both analog and digital applications. Examples and laboratory experiments stress measurement and control applications in the physical and biological sciences. Students will gain hands-

on familiarity with the design, use, and trouble-shooting of electronic instrumentation. (PH 110 or permission) 3 hrs. lect., 3 hrs. lab. (Staff)

[PH 266 Contemporary Astronomy and Astrophysics]

PH 301 Intermediate Electromagnetism (Fall)
The unified description of electricity and magnetism is one of the greatest triumphs of physics. This course provides a thorough grounding in the nature of the electric and magnetic fields and their interaction with matter. Mathematical techniques appropriate to the solution of problems in electromagnetism are also introduced. The primary emphasis is on static fields, with the full time-dependent Maxwell equations and electromagnetic waves introduced in the final part of the course. (PH 212) 3 hrs. lect. (Mr. Wolfson)

[PH 302 Electromagnetic Theory]

[PH 330 Analytical Mechanics]

PH 350 Statistical Mechanics
The course opens with an examination of the fundamental concepts of probability, statistics, and distribution functions. These opening remarks are followed by in-depth discussion of the concepts of energy, energy quantization, and the application of these concepts to the modeling of macroscopic systems. The remainder of the course is a study of statistical mechanics and its application to a variety of classical and quantum systems. Topics covered include statistical thermodynamics, Maxwellian distributions, imperfect gases, equipartition theorem, quantum statistics, heat capacities of solids, dielectric and paramagnetic systems, radiation, phase transitions, and ideal quantum gases. (PH 202 or permission) 3 hrs. lect. Offered in alternate years. (Mr. Ratcliff)

PH 360 Topics in Contemporary Physics (Fall)
This course explores an area of current interest in physics. Topics vary from year to year, depending on faculty and student interest. The emphasis is on thorough exploration of a contemporary field of physics accessible to students with an intermediate undergraduate physics background. Students will be consulted before selection of the course topic, and a detailed description will be provided before fall term registration. (PH 202, PH 212; additional prerequisites may be imposed.) 3 hrs. lect., occasional laboratories. (Mr. Dunham)

PH 401 Quantum Mechanics (Spring)
A fundamental course in quantum mechanics aimed at understanding the mathematical structure of the theory and its application to physical phenomena at the atomic and nuclear levels. Topics include the basic postulates of quantum mechanics, operator formalism, Schrödinger equation, one dimensional and central potentials, angular momentum and spin, perturbation theory, and systems of identical particles. (PH 202, PH 212) 3 hrs. lect. (Mr. Dunham)

[PH 402 Advanced Quantum Mechanics]

PH 500 Independent Study and Special Topics (Fall, Spring)
(Permission) (Staff)

PH 705 Senior Research and Thesis (Fall, Winter, Spring)
Independent research in the fall, winter, and spring terms culminating in a written thesis (three units total). (Staff)

POLITICAL SCIENCE

Professors: Eric Davis (on administrative leave), Murray Dry (on leave academic year), Michael Kraus (chair), Russell Leng, Paul Nelson, David Rosenberg; *Assistant Professors:* Jeffrey Cason, Christopher McGrory Klyza, Mitchell Smith (on leave academic year), Allison Stanger; *Instructor:* Mark Williams; *Visiting Instructor:* Paul Carrese

Political science defines, describes, explains, and evaluates political phenomena, and it does so in a variety of ways. Consequently, the introductory course requirements include one that concentrates on the classic texts in the subject, and another that considers the methods of modern political analysis. Intermediate-level courses are offered in the major areas of the subject, and our senior program involves seminar work. In addition, students may wish to pursue independent study; and this may lead to an honors thesis. The curriculum is designed to meet the demands of thoughtful citizenship, to depict in use a number of the elements of the liberal arts and sciences, and to prepare those students who intend to pursue further work in either graduate or professional schools.

Required for the Major in Political Science: A major must take 10 regular fall or spring term political science courses, including (1) PS 101 or PS 107 and (2) PS 103. In addition, he or she must (3) fulfill the field distribution requirement and (4) complete the senior program. The first two of these requirements should normally be completed before the end of the sophomore year.

The Field Distribution Requirement: All regular fall and spring term political science courses are classified in one of the following four fields: political theory, American political institutions, comparative politics, and international politics and foreign policy. Students must take two courses in any three of these fields and one course in the fourth field.

PS 103 Bypass Option: Advanced students may take PS 230 or PS 324 to fulfill the PS 103 requirement, with permission of both the department chair and the instructor of the course the student will take in lieu of PS 103.

Senior Program: The senior program consists of a seminar of the major's choice. Each seminar includes advanced work appropriate to the field in which the seminar is offered. The seminars are the 400-level courses offered by the department. Seminars are open to juniors and seniors, but preference for admission into these small and intensive courses will be given to senior majors. Normally, the senior program requirement must be completed by taking a seminar offered by a member of the Middlebury faculty. Work done in programs abroad, at other North American colleges and universities, or in the Washington Semester program will not count as the equivalent of a Middlebury seminar.

Departmental Honors: Students who elect to seek departmental honors write a thesis in the senior year. The thesis normally begins either as a senior seminar paper or as an independent study project (PS 500). An honors thesis proposal must be submitted for approval to the department prior to the term(s) in which the thesis is to be written. If the proposal is approved, the student may register for PS 700 for both the winter term and the spring term. After an oral examination of the completed thesis, honors are conferred or denied on the basis of (1) the level of the grade achieved on the thesis and (2) the level of the average grade received in other fall and spring courses in the department. The minimum grades required for honors are a B+ on the thesis and a B average in other departmental courses.

Independent Study: Students with demonstrated preparation and proficiency in the field may elect independent study projects (PS 500). These projects are prepared under the supervision of a member or members of the department. PS 500 projects may not be substituted for the seminar requirement. PS 500 projects are reading and research courses; the department will not award PS 500 credit for political experience such as congressional internships.

Joint Majors: Students wishing to do a joint major in political science and another department or program of studies must: (1) take eight political science courses, among them (a) either PS 101 or PS 107, and (b) PS 103; (2) take at least two courses in any two of the four fields of political science and one course in a third field; (3) fulfill the department's senior work requirement; and (4) give evidence of having used the training in both major fields, usually in a seminar paper, but sometimes in an independent project or thesis.

International Major: This is a political science major combined with study abroad in both a foreign language and political science. The requirements for students entering Middlebury before summer 1995 are: (1) PS 101 or PS 107; (2) PS 103; (3) a year's study at a Middlebury School Abroad or an approved equivalent; (4) an advanced course in the appropriate foreign language department; (5) 10 political science courses, including those taken abroad; (6) completion of the distribution requirement for a political science major; and (7) completion of the department's senior program.

Beginning with the class entering in the summer of 1995, the structure of the international major has been streamlined to take advantage of Middlebury's summer language programs and enable international majors to complete the B.A. degree in two summers and three academic years. Students wishing to pursue international majors in political science should consult Professor Ronald Liebowitz, the international major adviser.

Minors in Political Science: The minor in political science will consist of five courses, which must come from at least two of the four fields in the department. At least one of the courses must be at the 300 level or above.

Advanced Placement: College credit will be granted for scores of 4 or 5 in the College Board Advanced Placement Examinations in American Politics and/or Comparative Politics. Receipt of advanced placement credit does not entitle the student to exemption from any of the requirements for the major in political science.

INTRODUCTORY COURSES

[PS 101 Introduction to Political Science]
Next offered in fall 1997. **PHL SOC EUR**

[PS 102 The American Political Regime]
Next offered in spring 1998. **USA SOC**

PS 103A Comparative Government (Fall)
What are the major types of political systems? How are they created? Why are some democratic and others authoritarian? Why are some rich and others poor? How do they change? In the fourth century B.C., Aristotle provided the first recorded answers to these questions in his analysis of democracies, oligarchies, and tyrannies in the Greek city-states of his world. His attempt to describe, classify, compare, and evaluate governments established the discipline of comparative politics. In this course, we will use the same principles with modern research methods to analyze today's world of hundreds of political systems. **SOC** (Mr. Rosenberg)

[PS 103B Introduction to Comparative Politics]
Next offered in fall 1997. (Mr. Smith) **SOC**

PS 103C Introduction to Comparative Politics (Fall)
The premise underlying this course is that we can understand more about how political systems work by asking similar questions in different national contexts. This course will ask fundamental questions about political development in countries that are now considered "developed" and those that are part of the "Third World," and will examine why the answers differ. Among the topics to be covered are democracy and authoritarianism, forms of political representation, the relationship between political and economic development, and political ideologies. A supplemental discussion section will be offered in Spanish. **SOC** (Mr. Cason)

PS 103D Introduction to Comparative Politics (Spring)
What are the major types of political systems? How are they created? Why are some democratic and others authoritarian? Why are some rich and others poor? How do they change? In the fourth century B.C., Aristotle provided the first recorded answers to these questions in his analysis of democracies, oligarchies, and tyrannies in the Greek city-states of his world. His attempt to describe, classify, compare, and evaluate governments established the discipline of comparative politics. In this course, we will use the same principles with modern research methods to analyze today's world of hundreds of political systems. **SOC** (Ms. Stanger)

PS 104 Introduction to American Politics (Fall)
What are the historical and philosophical foundations of the American republic? What role do conceptions of American identity play in shaping U.S. politics? How does American public policy get made, who makes it, and who benefits? Is a constitutional fabric woven in 1787 good enough for today? How, if at all, should American government be changed, and why? This course explores these questions by examining arguments over the American political tradition; mass political behavior (public opinion, voting); political representation (the press, parties, and interest groups); national governing institutions (Congress, presidency, and the courts); and civil liberties and civil rights. **USA SOC** (Mr. Carrese)

PS 107 Politics and the Studies of Politics (Spring)
This course will consider classic texts of Western political thought, in which the nature of political things is discussed. The aims of the course are to see what each of the texts says about politics, and to determine the modes of thought of the text. For example, we will pay close attention both to the substance of Aristotle's political science and to the manner in which he conducts his inquiry. Other works include Shakespeare, *Julius Caesar*; Macaulay, *History of England*; Alexis de Tocqueville, *Democracy in America*; Marx and Engels, *The German Ideology*: (First-year students and sophomores or permission) **PHL SOC EUR** (Mr. Nelson)

POLITICAL THEORY

[PS 101 Introduction to Political Science]
Next offered in fall 1997. **PHL SOC EUR**

PS 107 Politics and the Studies of Politics (Spring)
See description above. **PHL SOC EUR**

PS 300 Political Methodology (Spring)
This course focuses on the methods used to conduct research in political science. The topics to be discussed include: the grand theories of political science, research formulation and design, data collection, and data analysis. A group project and numerous short papers and problem sets are required. This course is not recommended for economics majors. **SOC** (Mr. Klyza)

[PS 317 Classical Political Philosophy]
PHL EUR

[PS 318 Modern Political Philosophy]

PS 333 Politics, Philosophy, and Education (Fall)
We will explore the nature of these three activities and the relations among them. The course could be said to be an extended commentary on Socrates's claim that education is turning the soul toward being; Aristotle's distinction between theoretical and practical knowledges; and Marx's claim that philosophers have only interpreted the world, but the point is to change it. We will wonder, what is liberal education and of what kind is its business with, or toward, political things? We will read Plato, Aristotle, Aquinas, Hobbes, Marx, Nietzsche, John Henry Newman, and some 20th-century writers, such as Michael Oakeshott, Josef Pieper, Hans Jonas, and Leo Strauss. **PHL EUR** (Mr. Nelson)

PS 401 Seminar on Modern Political Philosophy (Spring)
In this class we will discuss Aristotle, Montesquieu, and the Federalists, among others. Full description will appear in the supplement.
(Mr. Carrese)

[PS 402 Seminar in Political Philosophy and Constitutionalism]

PS 409 Seminar on Political Philosophy: Aristotle's Political Science (Fall)
Political life, says one thinker, consists of speeches and deeds. Politics is three-quarters talk, says another. This is a course on the important part of political life, political talk. We will read some ancient, modern, and contemporary theories of rhetoric and some examples of it. We will also consider the relation of rhetoric and some other forms of thought and expression, namely, philosophy, history (including biography), and science. Finally, we will study a historically interesting response to rhetoric, Victorian summaries, and critiques of Parliamentary oratory. (Permission) **PHL** (Mr. Nelson)

AMERICAN POLITICAL INSTITUTIONS

[PS 102 The American Political Regime]
Next offered in spring 1998. **USA SOC**

PS 104 Introduction to American Politics (Fall)
See description above. **USA SOC**

[PS 208 The Politics of the U.S. Congress (CW)]

PS 211 Environmental and Natural Resources Policy (Fall)
An introduction to environmental and natural resources policy in the United States. The course will be divided into four sections: (1) the history of environmental/natural resources policy, (2) the foundations of the U.S. political system as they affect environmental/natural resources policy (e.g., democracy, capitalism, property rights), (3) the institutions and actors involved in environmental/natural resources policy (e.g., Congress, bureaucracy, interest groups), and (4) the policy-making process in the environmental/natural resources policy area. (First-year and second-year students may simply enroll in this class at registration, but juniors and seniors will need written permission from the instructor in order to do so.) **SOC** (Mr. Klyza)

[PS 212 Political Parties and Presidential Elections]

[PS 305 American Constitutional Law: The Federal System (CW)]
USA

PS 306 American Constitutional Law: Individual Rights (Fall)
This course focuses on the Supreme Court's interpretation of the first amendment freedoms of speech, press, and religion and to a lesser extent, the rights of the accused, as reflected in amendments four through eight. It includes consideration of philosophic arguments regarding speech and religion (Mill, Locke), the framing of the original bill of rights, and the constitutional history of free speech in America (Levy). Gerald Gunther's *Constitutional Law* is the text; written work includes three or four essays, a mock court exercise, and a final exam. (PS 102 or PS 305 or permission) **USA** (Mr. Carrese)

PS 307 The Presidency in the Constitutional Order (Spring)
This is a course on the place of the presidency in the American constitutional order, from the country's founding to the present. A fuller description will appear in the supplement. (PS 102 or PS 104 or permission) **SOC** (Mr. Carrese)

[PS 310 American Public Policy]
SOC USA

[PS 312 Bureaucracy]

[PS 314 American Urban Politics]

PS 320 American Political Development (Fall)
This course will trace the development of the American political system from its founding through the present. We will pay special attention to the response of the governing system to crucial events in American history, such as the Civil War, the rise of industrialism, and the New Deal. Among the topics explored will be the growth in size and power of the federal executive branch and the rise in importance of interest groups in American politics. This course will be taught in a seminar format. (One course in American politics or American history or permission) **SOC HIS USA** (Mr. Klyza)

[PS 330 Pluralism, Community, and Law]
SOC

[PS 420 Seminar in American Politics]

PS 421 Seminar: Perspectives on the Environmental Movement (Spring)
The purpose and focus of this seminar are to examine and analyze the environmental movement (concentrating on the United States) from a number of different perspectives (e.g., historical, economic, philosophical, religious, political). These different perspectives will help us to understand better the environmental movement: Where did it come from? What are its main points? What are the crucial differences within this movement? By examining the environmental movement from these different perspectives we will be able to gain greater insight into these questions and the politics of environmentalism. (PS 211 and permission)
(Mr. Klyza)

[PS 425 Seminar on the American Presidency]

[PS 450 Seminar on Immigration, Ethnicity, and Citizenship]

COMPARATIVE POLITICS

PS 103 Introduction to Comparative Politics
See descriptions above. **SOC**

PS 220 Asian Politics (Spring)
In Asia, the world's most ancient, populous, diverse, and dynamic nation-states are rapidly becoming the global economic and political powers of the 21st century. This introductory survey course provides students with an understanding of the historical and geographic context for the development of modern Asia (emphasizing China, Japan, India, Indonesia, Vietnam, and the Philippines). It analyzes the domestic and international factors that influence economic growth and political change in the Asia-Pacific region. **SOC OTH** (Mr. Rosenberg)

[PS 223 Latin American Politics]
SOC OTH

[PS 225 European Politics]
Next offered in fall 1997. **SOC EUR**

[PS 226 The European Union]
Next offered in spring 1998.

PS 227 Soviet and Post-Soviet Politics (Fall)
Continuity and changes in the nature of Russian/Soviet politics and society. The course examines the influence of ideology, history, and political leadership on contemporary politics and assesses Russia's transformation to date. **SOC OTH** (Mr. Kraus)

PS 228 The Political Development of East and Central Europe (Spring)
This course, formerly PS 338, is renumbered. It examines the key stages in the development of East and Central Europe in the 20th century, including the establishment of political institutions in the interwar era, the impact of the Second World War and the transition to communist rule, the ebb and flow of communist power, and the post-communist transitions. The latter part of the course will focus on the East European revolutions of 1989, their roots, dynamics, and prospects for a democratic future. **SOC EUR** (Mr. Kraus)

PS 230 Comparative Development Strategies (Spring)
Why have some countries developed more rapidly than others? What do we mean by *development*? How can governments help or hinder development prospects? These broad questions are addressed by analyzing the development experiences of Asian, Latin American, and African countries. The course focuses particularly on what governments have done to try to accelerate the development process. To gain a historical perspective, the course begins with a brief consideration of the experiences of the now "developed" countries, followed by an examina-

tion of how different countries have confronted the dilemmas of development of the 20th century. (Mr. Cason)

PS 324 The Political Development of Western Europe (CW) (Fall)
In what ways are the political systems and politics of France, Germany, Italy, and Britain similar? In what ways do they differ? How might we explain these patterns? This course attempts to answer these questions through comparative investigation of the processes and consequences of economic and political modernization in these nations from the feudal period to the 20th century. **SOC EUR** (Ms. Stanger)

PS 335 Latin American Revolutions (Spring)
This course examines the causes, goals, and outcomes of revolutions in 20th-century Latin America, with special reference to Mexico, Guatemala, Cuba, Chile, and Nicaragua. It seeks to understand (1) why this region has experienced so many revolutions; (2) what their impact on political, economic, or social systems has been; (3) why they simply appear to replace one form of repression with another (i.e., communism, authoritarianism); and (4) factors that have kept Latin revolutionaries from achieving their political, social, or economic goals. Alternative causal explanations are presented, in-depth case study analysis conducted, and key "limiting" factors are identified. (Mr. Williams)

PS 404 Politics of World Economy (Fall)
See description below.

[PS 406 Seminar on European Politics: Socialism, Fascism, Capitalism]
Next offered in spring 1998.

[PS 415 Seminar on Political Development in Latin America (Spring)]

PS 424 Seminar on the Politics of Democratic Revolutions (Fall)
The seminar explores several critical themes concerning the transition from totalitarian to pluralist rule. Each year, different aspects of the transition, e.g., the politics of economic reform, ethnic conflict, institution building, or political leadership, serve as a focus of student research. (PS 227 or PS 338, and permission) (Mr. Kraus)

[PS 430 Seminar on Asian-American Relations]

INTERNATIONAL RELATIONS AND FOREIGN POLICY

PS 201A International Politics (Fall)
An introduction to the study of international politics. The material covered includes the formulation of foreign policy, international behavior, the nature of the international system, economic and environmental issues, and possible causes of international conflict. Contemporary international problems are used as illustrations, so students are expected to stay well-informed of current international events. Lecture and discussion section format. **SOC** (Mr. Leng)

PS 201B International Politics (Spring)
What causes war or international cooperation? What lessons does world experience teach us? This course addresses these issues and seeks to explain the forces that have shaped conflict and cooperation between sovereign states. Key concepts include the international system, power, the balance of power, deterrence, intervention, and international institutions. Historical and more contemporary case studies of conflict and crisis are used to illustrate the dynamics of international affairs. Analytical rigor is emphasized, and political theories are set against an array of cases ranging from the Peloponnesian War through the 1991 Gulf War and post-cold war international order. **SOC** (Mr. Williams)

PS 302 International Law and Organization (Spring)
The course examines international law and organization as institutions designed to prevent, manage, and resolve international conflict. The first two thirds of the course are devoted to the role of international law and to legal issues involving territorial claims, diplomatic practice, intervention, the use of coercion, the laws of war, and human rights. The section on international organization focuses on the United Nations's efforts at peaceful settlement, collective security, peacekeeping, and nation-building. (PS 201 or permission.) **SOC** (Mr. Leng)

PS 303 U.S.-Latin American Relations (Fall)
This course provides an introduction to American foreign policy toward Latin America over the last 170 years, including the roots of U.S. policy and causes of policy change. The course examines American policy during the expansion of U.S. power in the 19th century, the interwar period, the cold war, and the current era of international economic integration. Topics include the Inter-Ameri-

can System, specific doctrines (Monroe Doctrine, Roosevelt Corollary), policies (Good Neighbor Policy, Alliance for Progress), and milestone events in U.S.-Latin American relations, including the Cuban missile crisis, Falkland Islands War, and NAFTA. **SOC** (Mr. Williams)

PS 304 International Political Economy (Spring)
This course examines the politics of international economic relations, which are becoming increasingly important with the end of the cold war and accelerating global economic integration. The course examines different theoretical approaches to understanding the international political economy, explores the historical development of international economic relations, and focuses on key international actors (such as the IMF, World Bank, multinational corporations, and international trading institutions) and their role in governing the international economy. In addition, the course also concentrates on the still important political and economic roles of national governments (in both rich and poor nations) as they confront an increasingly interdependent world. **SOC** (Mr. Cason)

PS 311 American Foreign Policy (Fall)
An examination of the conduct, impact, and evolution of American foreign policy since 1945, focusing on the domestic setting, international structure, and institutional constraints that have shaped America's relations with the major states and regions of the world. Topics will include the cold war and containment, American intervention in the developing world, American international economic policy, the role of public opinion and transnational relationships in U.S. policy decisions, and the likely place of the United States in the still emerging post-cold war order. **SOC** (Ms. Stanger)

PS 403 Seminar: Political Economy of Development in Latin America and East Asia (Fall)
This seminar provides a focused investigation of the political economy of two key regions of the world economy: Latin America and East Asia. The "East Asian economic miracle" has inspired great interest in how economic success was achieved in countries such as Japan, South Korea, and Taiwan. This course looks at the political and institutional context that supported this success and focuses on how these countries have become integrated with the world economy through trade and investment linkages and compares their experiences with Latin America. In Latin America, we will focus on Brazil, Mexico, Argentina, and Chile. (Mr. Cason)

PS 404 Politics of World Economy (Fall)
The seminar will study "who gets what, when, and how" in the global political economy. We will investigate the institutions (e.g., the IMF, World Bank, multinational corporations, OPEC, GATT) that govern the world market. Students will present case studies on how institutions and countries respond to major challenges to the world economy: (1) managing the growing interdependence of nations and markets, (2) providing law and order for global security, (3) reducing persistent poverty in many parts of the world, and (4) operating within growing environmental constraints. (Permission) (Mr. Rosenberg)

[PS 405 Seminar on the Causes of War]

PS 407 Seminar on United States-European Relations (Fall)
An overview of the major issues and policy dilemmas in U.S.-European relations from 1945 to the present. Political, strategic, and economic aspects of both bilateral and U.S.-EC relationships will be explored. Consideration will be given to the implications of further European integration and the collapse of the cold war order in Europe for the American-European relationship. (Permission) (Ms. Stanger)

[PS 408 Seminar on United States Relations with Russia and East/Central Europe]

PS 412 Seminar on Diplomacy (Fall)
The practice of diplomacy and the techniques of bargaining, negotiation, and mediation are studied through diplomatic handbooks, memoirs, and studies of historical and contemporary cases. The seminar begins with an examination of a case of classical diplomacy at the Congress of Vienna and then moves to consider more recent diplomatic cases, including examples of bargaining in interstate crises, peace settlements, and cooperative efforts at problem solving. Each student will complete a case study of a diplomatic event of his or her choice. (Permission) (Mr. Leng)

[PS 430 Seminar on Asian-American Relations]

INDEPENDENT PROJECTS

PS 500 Advanced Projects (Fall, Winter, Spring)
A program of independent work designed to meet the individual needs of advanced students. (Permission) (Staff)

PS 700 Honors Thesis (Fall, Winter, Spring) (Permission)

PSYCHOLOGY

Professors: Bob Osborne (chair), Marc Riess; *Assistant Professors:* Susan Campbell, Michelle McCauley, H. David Smith, Carlos Velez; *Visiting Assistant Professor:* Virginia MacDonald; *Scholar-in-Residence:* Eleanor Gibson

Psychology is the scientific study of behavior, including mental processes. For the student who majors in psychology at Middlebury, engagement with data lays the basis for an empirically founded and objective formulation of principles of human behavior. Students may encounter the data in published research reports, in laboratory work, and in connection with individual research along lines that they find important. The relevant observations may involve human participants or sometimes infra-human animals for the better experimental control that they may permit. Whatever the sources of the observations, the student comes to see them as products of the experiments that generated them, and thus evaluates their importance for hypothesis testing or application.

As a psychology major the student takes a program of elective and required courses in psychology. By the end of the junior year, through work in psychology, he or she has acquired familiarity with many of the data, concepts, and research procedures essential to an understanding of human behavior. During the senior year the student makes use of accumulated knowledge and skills in his or her deep involvement with several areas of central importance to psychology.

Required for the Major in Psychology: Eleven courses in psychology including the following:

1. PY 105, PY 201, and PY 202
2. Four core courses from among PY 203, PY 204, PY 206, PY 207, PY 224, PY 225 (or PY 226), PY 301, PY 303, PY 305 (at least one with laboratory)
3. One 300-level course (e.g., PY 300, PY 304) (lab or nonlab, but not counted in the above)
4. Two PY 400-level seminars (not both PY 412 and PY 425)
5. One elective (any fall, spring, or winter term PY course)

It is understood that exemption from a specific course requirement does not affect the general requirement of the 11 PY course minimum.

Senior Program: All majors in psychology must complete two of the advanced (400-level) seminar courses in psychology.

Departmental Honors in Psychology: Students who seek to be graduated with departmental honors should consult with a staff member no later than the junior year to begin actively planning their research. PY 202 must be taken before the term in which the student submits the honors proposal. One or more PY 500 courses may be taken to support the research. During the spring term of the senior year, candidates will enroll in PY 703 after meeting the special requirements listed in the course description. A minimum of a B+ average in psychology department courses is needed for admission to honors candidacy.

Required for the Minor in Psychology: Five psychology courses, including the following: 1. PY 105; 2. two core courses from among PY 201, PY 202, PY 203, PY 204, PY 206, PY 207, PY 215, PY 224, PY 225 (or PY 226), PY 301, PY 303, PY 305 (at least one with laboratory); 3. one 300- or 400-level PY course (A course may not be double counted for both requirements 2 and 3.); 4. one elective (any fall, spring, or winter term PY course).

Advanced Placement: Students who seek advanced placement in psychology should take the College Board Advanced Placement Examination. Credit for PY 105 is given to students who achieve a score of 4 or 5 on the Psychology AP Examination.

Joint Major in Biology and Psychology: The requirements are BI 190, BI 195, BI 216, BI 250, and three electives in biology, including one 300- or 400-level course. PY 105; PY 201; PY 301; two core courses from PY 203, PY 204, PY 206, PY 207, PY 215, PY 224, PY 225 (or PY 226), PY 303, PY 305; one 400-level seminar; and one PY elective (may be a winter term course). Three electives chosen with the adviser's approval in chemistry, mathematics, or physics. Students should consult their adviser about honors in the joint major.

Joint Major in Psychology and Sociology: Required psychology courses: PY 105; PY 201; PY 203; two core courses from PY 204, PY 206, PY 207, PY

215, PY 224, PY 225 (or PY 226), PY 301, PY 303, PY 305; one 400-level seminar; and two electives. Required sociology/anthropology courses: SA 105; SA 205; SA 252; either SA 301 or SA 302; one of SA 103, SA 191, SA 316, SA 288, SA 355, or SA 396; one 400-level seminar; and one elective. Students should consult their adviser about honors in the joint major.

PY 105 Introduction to Psychology (Fall, Spring)
This course will provide a general introduction to the discipline of psychology. The most central and important theories, concepts, findings, controversies, and applications in the following areas will be considered: biological bases of behavior, learning, perception, thinking, development, personality, abnormality, and social behavior. (Not open to juniors or seniors) **SOC** (fall: Mr. Velez; spring: Mr. Riess)

PY 201 Psychological Statistics (Fall, Spring)
Statistical analysis is the process of asking meaningful questions of a set of data and getting quantitative answers to them. The questions include matters of descriptive statistics, correlation, regression, and statistical inference. The course is supplemented by weekly computer laboratories. (Single, double, and joint majors in psychology will be given preference for enrollment. Credit is not given for PY 201 if the student has taken MA 106 or EC 210 previously or concurrently.) **DED** (fall: Ms. Campbell; spring: Staff)

PY 202 Research Methods in Psychology (CW) (Fall, Spring)
This course will present an introduction to the design, analysis, and interpretation of psychological research. Students will also become familiar with the structure and style of psychological journal articles, and learn to write in scientific journal style. (PY 105, seniors by permission only) (fall: Ms. McCauley; spring: Staff)

PY 203 Social Psychology (Fall)
This course will provide a comprehensive overview of the discipline of social psychology from a psychological perspective (that is, a focus on the individual). Theory, research, and application concerning the following topics will be considered: self-knowledge, attitudes, social influence, interpersonal relations, and group dynamics. (Not open to seniors except by permission) **SOC** (Ms. Campbell)

PY 204 Personality Psychology (Spring)
This course provides an overview of personality psychology. Several central theories of personality, including psychoanalytic, humanistic, cognitive, trait, behavioristic, and social learning, will be discussed. The course will also emphasize the connection between personality theory and personality research. 2 hrs. lect., 1 hr. disc. (Not open to seniors except by permission) **SOC** (Mr. Velez)

PY 206 Perception (Fall)
The study of perception involves understanding how we experience the world around us. This course will examine how sensory processes (primarily vision, audition, and touch) relate to our perceptual experiences. A survey of research findings will be used to evaluate traditional and current theories of perception. Sample topics: psycho-physics, color vision, illusions, perceiving movement, intermodal perception, and perceptual learning and development. (PY 105 or permission) 3 hrs. lect. [*Note:* PY 206 replaces PY 303.] (Staff)

PY 207 Conditioning and Learning (Spring)
This course introduces the research and theories relating to how animals learn about the causal structure of their environment. A contemporary review of principles generated by the experimental analysis of behavior is considered within the context of a psychobiological approach to learning and behavior. No lab will be part of this course. **SCI** (Mr. Osborne)

PY 210 Alcohol Use and Abuse (Spring)
This course offers an in-depth examination of alcohol use and abuse in contemporary American society. Topics covered will include alcoholism vs. problem drinking vs. social drinking; current state, regional, and national drinking patterns; clinical differentiation of alcohol abuse and alcohol dependency; dual diagnosis; disease or disorder debate; epidemiology; chronic and acute effects on the central nervous system; medical consequences; fetal alcohol syndrome; adverse social consequences; patterns of usage and effects on women and African American, Hispanic American, Asian American, and Native American populations; pattern of usage and outcomes for college students; models for prevention, intervention, and treatment. (Students who have taken the winter term course on alcoholism will not be allowed to take this course for credit. Seniors by permission only.) **SOC** (Ms. McShane)

PY 215 Applied Psychology (Spring)
This course will focus on how psychological theories and research are applied to societal problems. The psychologist's role in business (employee satisfaction, personnel selection), the legal setting (improving eyewitness memory, jury selection, and jury decision making), health and sports (the function of stress and anxiety on performance and well-being), our physical environment (how does the design of workplaces, schools, homes, etc., influence our well-being), marketing (why we buy what we buy), and clinical practice, among other topics, will be discussed. Students should possess a strong interest in what psychologists can contribute to society and how they go about doing it. **SOC**
(Ms. McCauley)

[PY 222 Health Psychology]
SOC

PY 224 Abnormal Psychology (Fall, Spring)
This course will provide an overview of the abnormal behaviors currently classified as psychopathological. Data and issues related to the classification, occurrence, causes, and treatment of each disorder will be examined. Case studies and current research efforts will provide focus for the discussion of the neuropsychological, psychodynamic, behavioral, cognitive, and social factors that contribute to each disorder. **SOC** (fall: Ms. MacDonald; spring: Staff)

PY 225 Child Development (Fall)
This course will examine the nature of developmental changes from the prenatal period through adolescence. A variety of theoretical perspectives will be considered, each focusing on a different domain of development. The domains include biological, emotional, social, perceptual, cognitive, language, and moral development. A major challenge for developmental psychologists is to understand how these domains relate to one another, a problem we will work on throughout the semester. Developmental processes will be examined in a variety of contexts, including the home environment, day care, play groups, and the classroom. (This course will receive teacher education credit.) 3 hrs. lect., 1 hr. disc. (Not open to seniors except by permission) **SOC** (Staff)

PY 226 Adulthood and Aging (Spring)
Development does not stop with adolescence. As we progress through early, middle, and late adulthood, we undergo distinct physical, emotional, social, and cognitive changes that impact upon our lives and the lives of others. This course will consider these changes and the theories that have been developed to explain them. A primary emphasis of this course will be how the rapidly aging population of the United States will influence psychological theory, resource allocation, and the social concerns of the near future. (PY 105) **SOC** (Staff)

[PY 300 Addiction]
SOC

PY 301 Physiological Psychology (Fall)
This course concerns the biological basis of human behavior. The course will consider the neurochemical, neuroanatomical, and neurophysiological bases of processes such as language, sensation, emotion, aggression, sleep, learning, and memory. In the laboratory the student will conduct experiments using standard (surgical, anatomical, biochemical, behavioral) techniques to investigate central nervous system function. (One psychology course, or biology background, or permission) 3 hrs. lect., 3 hrs. lab. **SCI** (Mr. Osborne)

[PY 303 Perception]
SCI

PY 304 Child Psychopathology (Spring)
The interplay of biopsychosocial factors on child development will provide the context for discussion of behavior problems observed in children and adolescents. This course will cover the major categories of child psychopathology with special attention being given to assessment techniques, etiological hypotheses, and treatment paradigms. Clinical cases will be presented to demonstrate the functional utility of the material covered. (Two psychology courses, one being PY 224 or PY 225) **SCI**
(Ms. MacDonald)

PY 305 Cognitive Psychology (Spring)
Questions about the nature of mind, thinking, and knowledge have a long and rich history in the field of psychology. This course will examine the current status of this field by examining theoretical perspectives and empirically documented phenomena. Lectures, discussions, demonstrations, and experiments will contribute to our understanding of cognitive psychology. Topics to be considered include reasoning, language, problem solving, creativity, and decision making. (Required: PY 201 previously or concurrently; recommended: PY 202) 2 hrs. lect., 3 hrs. lab. **SCI** (Staff)

PY 313 Legal Psychology (Spring)
This course will provide an overview of the role of psychological research in the legal system. Students will be asked to consider how psychology is intertwined with legal decisions of guilt, a defendant's competency to stand trial, eyewitness behavior, jury selection, jury decision making, capital punishment, the insanity defense, and other relevant topics. In addition to the text, students will read empirical studies and Supreme Court decisions relevant to the above topics. As psychology's role is contemplated, the strengths and limitations of the empirical research will be evaluated. **SOC** (Ms. McCauley)

[PY 323 Social Cognition]
SOC

PY 350 Directed Research in Psychology (Fall, Spring)
Directed research provides opportunities for advanced students to become familiar with and participate in ongoing research projects under the direction of a faculty member. The student will first read background literature on the content area to be investigated and experimental methodologies to be used. Procedures involved in conducting psychological research will then be learned through firsthand experience in defining conceptual variables and in gathering, analyzing, and interpreting data. Finally, students will learn how to write technical articles in psychology by preparing a paper describing the project, using A.P.A. format. (Permission, three psychology courses beyond the introductory level, and junior or senior status) (Staff)

400-LEVEL SEMINARS
Seminars provide the advanced student with an opportunity to pursue particular content areas in depth. They require intensive writing and reading of the relevant literature.

PY 405 The Psychology of Racial/Ethnic Minorities (Spring)
This course will explore areas within the field of psychology that relate to the experiences of racial and ethnic groups currently living in the United States. The course is also designed to be an interdisciplinary one. It will incorporate sociological and psychological perspectives to provide a comprehensive understanding of the issues and problems confronted by members of various racial and ethnic minority groups today. The course will examine issues related to self-concept, cognitive development, family dynamics, assimilation, pluralism, acculturation, biculturalism, bilingualism, and mental health as they pertain to U.S. minorities. (Junior or senior status; two psychology courses beyond the introductory level, or permission) (Mr. Velez)

PY 412 Approach to Psychotherapy (Spring)
Initially described as a "talking cure," psychotherapy has been variously practiced and defined. This seminar will cover key elements of the psychotherapy encounter within the context of the cornerstone theories and techniques. Application of these major counseling techniques to a wide range of clinical problems should aid in the understanding of the development, efficacy, and issues surrounding the treatment of psychopathology. (Three psychology courses beyond the introductory level, including PY 224, or permission) **SOC** (Ms. MacDonald)

[PY 416 Limbic System]

[PY 417 Physiological Basis of Learning and Memory]

PY 420 Psychology of Women and Gender (Spring)
This seminar will focus on psychological issues related to sex and gender. The topics to be considered will include gender differences and similarities, sexuality, stereotypes and cultural values, gender learning and theories of gender, life cycle issues related to gender, and the issues concerning the role of gender in the lives of men and women. (Junior or senior psychology or women's studies majors) (Ms. Campbell)

PY 421 Seminar in Cognitive Development (Fall)
How does the immature mind of a newborn develop into the sophisticated and complex mind of the adult? As children grow older, their abilities to perceive, communicate, think, and remember undergo dramatic changes. This course will focus on the changes that accompany development in a wide variety of mental abilities. Such abilities include, but are not limited to, learning, memory, language, and reasoning. Theoretical perspectives that attempt to explain and predict these changes, as well as milestones in intellectual development, will be considered. (At least four psychology courses, including PY 225 or PY 305) (Staff)

PY 422 Children in the Legal System (Fall)
This seminar will provide an in-depth study from a

psychological perspective of children's participation in the legal system. Topics covered will include the historical role of children in court, the legality of using protective measures such as closed-circuit TV with child witnesses, the accuracy and suggestibility of children's eyewitness memory, techniques to improve children's recall and testimony, and methods of assessing the credibility of children's statements. In addition, the impact of stress on child witnesses will be discussed. Readings will consist of book chapters, empirical studies, and amicus briefs relevant to child witnesses. (PY 202 or equivalent) (Ms. McCauley)

[PY 425 Diagnosis of Psychopathology]

PY 500 Advanced Research (Fall, Spring)
A program of research arranged to meet the needs of advanced students majoring in psychology. (Permission) (Staff)

PY 703 Honors Candidacy (Spring)
Students hoping to be considered as candidates for departmental honors must, under the sponsorship of a department faculty member, submit a formal, written research proposal to the department by 5 p.m. on Monday of the 11th week of fall classes in their senior year. If the proposal is approved, the student will enroll in PY 703 during the winter and spring terms of the senior year. The decision about awarding departmental honors will be made after the student submits a thesis by 5 p.m. on Monday of the 11th week of spring classes. An oral defense of the thesis may be scheduled and is required if the thesis is to be considered for High or Highest Honors. (Permission) (Staff)

RELIGION

Professors: Robert Ferm, Steven Rockefeller, Larry Yarbrough (chair); *Associate Professors:* John Keenan (on leave academic year), Robert Schine, Katherine Sonderegger (on leave fall semester); *Assistant Professor:* Tazim Kassam; *Visiting Assistant Professor:* William Waldron

The religion department offers students the opportunity to become acquainted with the major world religions and with religious approaches to a wide range of topics and questions. Though emphasizing the study of individual religious traditions, the religion faculty also offer courses that are comparative and interdisciplinary. In addition to its courses in Buddhism, Christianity, Hinduism, Islam, and Judaism, the department has special strengths in environmental, women's, and Biblical studies, including courses in Biblical Hebrew through the classics department.

Requirements for the Major: The major in religion requires satisfactory completion of 11 courses, including:

I. Three courses on major religious traditions (either 100 or 200 level)

II. Three additional courses, including a seminar, in one of the traditions or disciplines

III. Two electives chosen in consultation with the adviser

IV. RE 400 Seminar on the Study of Religion

V. RE 500 Independent Research during the fall (or spring) term of the senior year

VI. RE 700 Senior Research for Honors Candidates or a second RE 500 Independent Research project designed in consultation with the student's adviser

Joint Major: Students may design a major joining religion and another area of study. For guidelines on developing a joint major, see the College Handbook.

Religion Minor: The religion minor consists of five courses, at least three of which must be in one of the traditions or disciplines listed above and include a 300-level seminar.

Departmental Honors: At the end of their junior year, students who have maintained a B average in departmental courses may elect to become candidates for departmental honors. During the fall semester of the senior year honors candidates begin a research project (RE 500) under the direction of a member of the religion faculty. Upon the recommendation of the faculty member, based on satisfactory progress at the 500 level, the candidate will complete the project as a thesis (RE 700), normally during the winter and spring terms. A grade of B+ on the thesis and a B average in other departmental courses are the minimum requirements for the awarding of departmental honors.

Please note: The following list reflects a renumbering of religion department courses.

INTRODUCTORY COURSES

[RE 103 Introduction to Religious Meaning]
Next offered in 1997-98. **PHL**

RE 120 Introduction to Eastern Religious Thought (Fall)
An introduction to the major traditions and themes of Asia: Taoism, Confucianism, Buddhism, and Hinduism. Central themes from these traditions will be studied through principal scriptures and texts of each tradition. **PHL OTH** (Mr. Waldron)

RE 130 The Christian Tradition (Spring)
An introduction to the ecclesiastical and theological development of Christianity. The course will begin with the formation of doctrine in the first five centuries. Attention will then be given to the development of Roman Catholicism, the Reformation, and the rise of Protestantism. The latter part of the course will deal with the changes that have occurred in the post-Enlightenment period and end with some contemporary issues. **PHL** (Ms. Sonderegger)

[RE 140 The Hindu Tradition]
Next offered in 1997-98. **PHL OTH**

RE 150 The Islamic Tradition (Fall)
A historical and thematic introduction to the Islamic tradition and the worldwide Muslim community. Stressing sources, doctrines, practices, institutions, and modes of expression, topics will include: the life and times of Prophet Muhammad; the Qur'an, Islam's scripture; the division between the two major sects, Sunni and Shi'a; the formation of the traditions of Hadith and Shariah; Sunni schools of law and theology; diversity in Islamic faith and practice; and Islam in the West. **PHL OTH** (Ms. Kassam)

RE 160 The Jewish Tradition (Fall)
An introductory course on central themes and problems in Judaism and the life of "the People of the Book," with the goal of understanding contemporary ideas, institutions, and problems of Jewish life and thought in historical perspective. Topics will include: the formative ideas in Jewish thought: monotheism, commandment, Torah; liturgy, ritual, and rhythm of Jewish life; theory and practice of the commandments; the tension between textual tradition and innovation; the origins and contemporary denominations of Judaism (Reform, Conservative, Reconstructionist, and Orthodox); Zionism and the meaning of Israel. **PHL** (Mr. Schine)

RE 180 An Introduction to Biblical Literature (Spring)
This course is a general introduction to Biblical history, literature, and interpretation. It aims to acquaint students with the major characters, narratives, and poetry of the Jewish and Christian scriptures, with special emphasis on the ways scripture has been used and interpreted in Western culture. Students interested in more detailed analysis of the material should enroll in either RE 280 or RE 281. **LIT PHL** (Mr. Yarbrough)

TEXTS, TOPICS, AND TRADITIONS

RE 200-level courses are open to all students without prerequisite or permission.

[RE 220 The Buddhist Tradition in India]
PHL OTH

[RE 221 The Buddhist Tradition in Korea and Japan]
PHL OTH

RE 222 The Tantric Tradition in India, Tibet, China, Japan (Spring)
The Indian origins of Tantric doctrine and practice will be treated. Primary focus will be on Tibetan Buddhism and the development of the Tantric Buddhism of Tibet. Consideration will also be given to the East Asian trajectory of Tantrism, especially the thought of the Japanese Kukai and his Shingon tradition of Tantrism. **PHL** (Mr. Waldron)

[RE 225 Chinese Religions]
PHL OTH

[RE 230 Nature and Grace: An Introduction to Catholicism]
Next offered in 1997-98. **PHL**

[RE 235 Christianity and Modern Culture]
PHL

RE 250 Shi'a Islam (Spring)
While unified by a common belief in the Qur'an and the teachings of Prophet Muhammad, Muslims differ as to their specific interpretation of the Islamic venture. This course will attempt to understand the history and traditions of the Shi'a, one of the major streams of the Islamic faith. It will focus on the development, doctrines, and rituals of various Shi'ite subsects. Topics will include Shi'ite interpretations of religious and political authority, law, Qur'anic exegesis, and eschatology, as well as their distinctive modes of religious practices and piety. **PHL OTH** (Ms. Kassam)

RE 251 Islamic Mysticism (Fall)
The inspiration of Islamic art and aesthetics is the quest for God. This course will study the inward journeys and devotions of Muslim mystics as lived and expressed in religious biography, art, literature, and fellowship since the seventh century. It will explore the teachings and central themes of Sufism, the esoteric path of Islam. Concepts of self, divine love, self-surrender, remembrance, and mystic intoxication will be introduced through a study of the writings of Muslim mystics, which encompass philosophical treatises, allegorical tales, and ecstatic poetry. **PHL** (Ms. Kassam)

[RE 260 The Origins of Judaism]
Next offered in 1997-98. **PHL**

[RE 261 Jewish Mystics and Philosophers]
PHL

RE 270 The Shaping of American Religious Life (Fall)
A study of historical sources of the Western religious traditions and their expression in the social and intellectual context of American history. Particular attention will be given to Puritanism in America and the impact of social and intellectual change in the late 19th and 20th centuries. **PHL HIS USA** (Mr. Ferm)

[RE 280 Studies in Hebrew Bible/Old Testament]
Next offered in 1997-98. **PHL HIS**

RE 281 Studies in the New Testament (Fall)
This introductory course examines early Christian life and thought as reflected in the New Testament. It will deal with the life and teachings of Jesus, his major interpreters (such as the writers of the gospels and Paul), and the common people who followed them. Themes to be examined include: the kingdom of God in the parables of Jesus, narratives of the death and resurrection of Jesus, the concept of "salvation," the organization of the church, and early Christian ethics. **PHL HIS** (Mr. Yarbrough)

RE 287 Greco-Roman Religions (Spring)
This course examines the diversity of religious thought and practice in the Greco-Roman world. After a brief treatment of early Greek and Roman religions, it will focus on the Hellenistic, late Republic, and early Imperial periods. Topics to be considered include: adaptation of early Greek and Roman "myths," sacrificial practices, the emergence of "oriental" religions, the Imperial cult, and critiques of religion. **PHL** (Mr. Yarbrough)

RE 290 Women's Religious Life and Thought (CW) (Spring)
This course offers an opportunity to study the rich history of women's religious experience in the West. Beginning with biblical material, we will explore the spiritual biographies of women who were active in, and often critical of, their traditions. Readings in the lives of Roman women in the late Empire; the mystical experience and reforming activity of medieval women; the expanding roles and expectations of women in the modern world; abolition; women's ordination; response to war and Holocaust; the return to orthodoxy; the contemporary world and feminist analysis of Judaism and Christianity. Twelve spaces are available in this class to satisfy the College writing requirement. **PHL** (Ms. Sonderegger)

[RE 292 Psychology of Religion]
PHL SOC

RE 295 Faith, Freedom, and Ecology (Fall)
Using readings that reflect a wide variety of philosophical and religious perspectives, this course will explore the nature and interrelation of human freedom, moral responsibility, democratic social values, ecology, environmental ethics, and religious faith. Readings, lectures, and discussions are designed to introduce students to critical issues in the contemporary debate over a worldview and global ethic adequate to the challenges of the 21st century. **PHL** (Mr. Rockefeller)

SEMINARS IN RELIGION

[RE 310 Issues in Modern Religious Thought]
PHL

[RE 312 Buddhist and Christian Enlightenment]
PHL

RE 320 Seminar in Buddhist Philosophy (CW) (Fall)
This course compares and contrasts the structure and dynamics of mind according to Indian Buddhism and the modern depth psychology of Freud and Jung. Modern psychology will also be historically contextualized in terms of the religious crises of modernity, illuminating its current resonance

with both the psychological tenor and the religious aims of eastern thought. A limited number of spaces are available in this class to satisfy the College writing requirement. **PHL OTH** (Mr. Waldron)

RE 326 Seminar in Buddhist Ethics (Spring)
This course examines the causes of suffering and evil according to the Buddhist traditions of Asia. It uses the fundamental Buddhist formula of the Four Noble Truths as a rubric from which to examine biological, sociological and religious perspectives on suffering and evil. (At least one course in Buddhist studies or permission) **PHL OTH** (Mr. Waldron)

[RE 327 Seminar in Taoism]
PHL OTH

RE 350 Seminar in Islam (CW) (Spring)
The topic of the seminar for 1996-97 will be women in Islam. This seminar will explore the place of women in Muslim societies beginning with the times of Prophet Muhammad and his reforms on the status of women. The class will examine the role and position of Muslim women as it has been inscribed and interpreted in religious and theological Muslim texts, and ritualized into gender prescriptions. Students will discover the diversity of Muslim women's lives, aspirations, and experience within the context of class, culture, and local Islamic settings. A limited number of spaces are available in this class to satisfy the College writing requirement. **PHL OTH** (Ms. Kassam)

RE 360 Seminar in Jewish Thought: The Twentieth Century (CW) (Spring)
The genocide of European Jewry and the founding of the state of Israel transformed not only the physical, but also the intellectual world of Judaism. The hopeful mood of pre-war Jewish thought yielded to a spiritual sobriety, now being supplanted by a renaissance of "Jewish theology," while the debate is joined anew over the meaning of Zionism. These developments will be the focus of this seminar, beginning with the last pivotal figure of European Jewish thought, Hermann Cohen, proceeding to other European, American, and Israeli thinkers: Martin Buber, Franz Rosenzweig, Mordechai Kaplan, Emil Fackenheim, Yeshayahu Leibowitz, Abraham Isaac Kook. A limited number of spaces are available in this class to satisfy the College writing requirement. **PHL** (Mr. Schine)

RE 370 Seminar in American Religious History (CW) (Fall)
The focus of the seminar will be on post-Depression America. Some of the topics to be considered are Supreme Court decisions on church and state, popular religious piety, the religious/political right, and sectarian forms of the religious outsider. A limited number of spaces are available in this class to satisfy the College writing requirement. **PHL HIS USA** (Mr. Ferm)

[RE 371 From Puritanism to the Gospel of Wealth]
PHL HIS USA

RE 380 Seminar in Biblical Studies (CW) (Fall)
The topic of this seminar will be the relations between Jews and Christians in the formative period of the two religions. Readings will focus on how Christianity emerged from Judaism and how the two groups regarded one another. (At least one course in Biblical studies, the Jewish or Christian tradition, or permission) A limited number of spaces are available in this class to satisfy the College writing requirement. **PHL** (Mr. Yarbrough)

RE 395 Religion, Ethics, and the Environment (Spring)
This course seeks to explore and clarify the religious and ethical dimensions of the environmental crisis. It is especially concerned with the ethical transformations that may be necessary if humanity is to adopt sustainable ways of living. Selected readings from a variety of philosophical and religious perspectives. (One RE 100- or RE 200-level course or permission) **PHL** (Mr. Rockefeller)

RE 400 Seminar on the Study of Religion (Fall)
This seminar for advanced religion majors examines methods and approaches to the study of religion and provides guidance in researching and writing the senior projects. **PHL** (Mr. Schine)

RE 500 Independent Research (Fall, Winter, Spring)
PHL (Staff)

RE 700 Senior Research for Honors Candidates (Fall, Winter, Spring)
PHL (Staff)

With permission, the following cognate courses may be credited toward the requirements for the religion major:

CL 105 Introduction to Hebrew
CL 206 Intermediate Hebrew
PA 232 Philosophy of Religion
PA 253 Confucianism and the Confucian Tradition in East Asia
SA 308 Sociology of Religion
SA 380 Anthropology of Religion

RUSSIAN

Professors: Thomas Beyer, Sergei Davydov, Kevin Moss; *Assistant Professor:* Snejana Tempest; *Lecturer:* Alexandra Baker (on leave academic year)

Courses taught in English: The following courses in Russian literature are taught in English and open to all Middlebury students: RU 151 Russian Literature's Golden Age; RU 152 Revolutionary Literature in a Revolutionary Society: Russian Modernism; RU 251 Epic, Myth, and Ritual in Soviet Literature; RU 351 Dostoevsky; RU 352 Tolstoy; RU 354 Chekhov; RU 357 Nabokov.

Major Requirements: Normally, majors must complete third-level Russian, RU 151, two other courses, and at least one senior seminar. Students may meet some of the above requirements by attending Middlebury's summer Russian School or one of Middlebury's programs in Russia. Each student's program is planned individually with the department chair. Students of beginning Russian take a continuation course during winter term.

Majors planning teaching careers should study a second language, preferably through at least the third-year level, and should consult members of the teacher education faculty regarding certification. Students planning careers in government, business, or the professions are advised to consider a major in Russian-East European studies; a minor in economics, geography, history, or political science; or a joint or double major with one of these areas or international politics and economics.

Departmental Honors: Students with a B+ average in Russian courses and a B average overall will be encouraged to prepare an honors thesis. The final copy of the thesis is due April 20 of the year of graduation. An A thesis will receive Highest Honors; an A-, High Honors; and a B+, Honors.

Minors: The Russian department offers two minor programs: *Russian Language*—RU 101, RU 102, RU 103, RU 201, RU 202, RU 311, RU 312—and *Russian Literature and Culture*—RU 151, RU 152, and three of the following: RU 351, RU 352, RU 354, and RU 357. A first-year seminar may, on occasion, be substituted for one of these courses.

Junior Year in Russia: All majors or language minors are encouraged to study for a year in Russia. Middlebury's program at Moscow State University is open to juniors who have completed third-level Russian at Middlebury. It is also open to non-Middlebury students of similar standards, following written and oral placement tests. Some students may have to spend a summer in the Russian School in order to qualify.

During the first semester, students in Middlebury-Moscow study conversation, composition, and culture/civilization in courses organized exclusively for our students and one additional course, with Russian students, selected from the full university curriculum. The fourth course is graded on a pass/fail basis. During the second semester, students take four courses, at least three of which must be from the regular Moscow State University curriculum. Students unable to attend for a full year may study in Moscow for one semester, preferably in the fall. Special permission is required for students who wish to attend in their senior year.

A limited number of students will be approved each year for study with the American Collegiate Consortium program in other cities in the former Soviet Union. Candidates for this program must be doing A- work in their current Russian language courses.

RU 101 Beginning Russian (Fall)
Approach to the language using four skills to provide a firm control of the sound system and the structure of Russian. Although much emphasis is put on the spoken colloquial language, reading, writing, and a conscious understanding of the fundamentals of grammar provide a firm foundation for work in advanced courses or for reading in specialized fields. **LNG** (Mr. Beyer, Mr. Davydov)

RU 102 Beginning Russian (Winter)
Continuation of RU 101. (RU 101 or equivalent) **LNG** (Mr. Beyer)

RU 103 Beginning Russian (Spring)
Continuation of the approach used in RU 101 and RU 102, but with increased emphasis on reading. **LNG** (Mr. Beyer, Mr. Davydov)

RU 151 Russian Literature's Golden Age: 1830-1880 (in English) (Fall)
This course acquaints students with the history and development of Russian literature from Pushkin to Tolstoy. Brief lectures on Russian literary and cultural background will supplement class discussion, enabling students to enter the magical world of manipulation utilized by Russian authors to circumvent the powerful censors. Students achieve sophistication in literary techniques, as well as an awareness of the Russian experience. **LIT EUR** (Mr. Moss)

RU 152 Revolutionary Literature in a Revolutionary Society: Russian Modernism, 1880-Present (in English) (CW) (Spring)
This course introduces students to the exciting new experiments of Russian authors reacting to Russia's Golden Age masters. Discussion supplemented by brief lectures will focus on outstanding works representing various styles and techniques developed to give new life to the Russian literary experience. Examples will be chosen from the literatures of decadence, symbolism, utopianism, and socialist realism, as well as the civil war, thaw, protest, and post-Soviet periods. One section of this course will satisfy the College writing requirement. **LIT EUR** (Mr. Moss)

RU 201 Intermediate Russian (Fall)
Systematic review of grammar and development of the spoken and written skills attained in Beginning Russian. (RU 103 or equivalent) **LNG** (Ms. Tempest)

RU 202 Intermediate Russian (Spring)
Continuation of approach used in RU 201. Reading of contemporary Russian texts, conversation, and written assignments in Russian based on reading assignments. (RU 201 or equivalent) **LNG** (Ms. Tempest)

RU 251 Epic, Myth, and Ritual in Soviet Literature (in English) (Fall)
This course will examine the role of literature in Soviet culture in the light of theories of myth in traditional societies and in comparison to some of the earliest literary embodiments of myths. We will compare the major ritualized literary genres of ancient Greece, epic and tragedy, with the most important genres of the Soviet period, the socialist realist novel and film. **LIT EUR** (Mr. Moss)

RU 311 Russian Language and Culture I (Fall)
This new course focuses on development of oral and written fluency and correctness, using as texts materials on Russian culture and civilization from the 9th to the mid-19th centuries. Readings in Russian and English will be supplemented by class discussion and oral and written reports in Russian. (RU 202 or equivalent) **LNG LIT HIS** (Mr. Davydov)

RU 312 Russian Language and Culture II (Spring)
This course focuses on continued development of oral and written fluency and correctness, using as texts materials on Russian culture and civilization from the mid-19th century to the present. Readings in both Russian and English will be supplemented by class discussion and oral and written reports in Russian. (RU 311 or equivalent) **LNG LIT HIS** (Mr. Davydov)

RU 351 Dostoevsky (in English) (Fall)
Classroom discussion of the major novels of Russia's most misunderstood genius. Brief lectures will attempt to define for a Western reader the uniquely Russian experience of Dostoevsky. **LIT EUR** (Mr. Beyer)

[RU 352 Tolstoy (in English)]
LIT EUR

[RU 354 Chekhov (in English)]
LIT EUR

RU 357 The Art of Vladimir Nabokov (in English) (Spring)
A study of the "perverse" esthetics of this Russo-American writer. We will expose the hidden plots under the surface of his fiction, follow and arbitrate the ongoing contest between the author and his fictional heroes, and search for the roots of Nabokov's poetics in Western and Russian literary traditions. An attempt will be made to show the continuity between the Russian and English works of this bilingual and bicultural writer. **LIT USA** (Mr. Davydov)

[RU 401 Advanced Language Study]

[RU 402 Advanced Language Study]

RU 500 Advanced Studies in Language and Literature (Fall, Spring)
Supervised individual study for highly qualified students. (Staff)

RU 700 Senior Independent Study Project (Fall, Spring)
(Permission) (Staff)

RU 704 Senior Seminar (Fall, Spring)
Topic to be announced. (Senior majors)
(fall: Mr. Moss; spring: Ms. Tempest)

RUSSIAN AND EAST EUROPEAN STUDIES PROGRAM

Participating Faculty: David Macey (history, director), Alexandra Baker (Russian, on leave academic year), Thomas Beyer (Russian), Sergei Davydov (Russian), Michael Kraus (political science), Ronald Liebowitz (geography), Kevin Moss (Russian), Ben Slay (economics, on leave academic year), Snejana Tempest (Russian), James West (history)

A major in Russian and East European studies seeks to combine proficiency in the Russian language with a solid interdisciplinary background in the social science disciplines that specialize in this important region: economics, geography, history, and political science. Students who major in this field will be expected to do senior work in one of these disciplines utilizing their language skills.

The Russian and East European studies major must acquire basic language proficiency in Russian. Course work in Russian may be taken at Middlebury during the regular academic year and in Middlebury's summer intensive program. It is expected that majors in this program will also spend an academic year or a semester in Russia. Students who wish to present a language other than Russian to satisfy the language component of this major must seek prior approval from the program director. Such approval is subject to the decision of the program faculty.

Requirements for Major: The program offers two paths to the major. Most students will be expected and encouraged to choose option A. Under this option, students will take three years of Russian language, study for a year or, in special cases, a semester in Russia, and complete at least six courses in the social sciences (seven, if they are candidates for honors). Only those unable to study in Russia should choose option B. Students should take note of those courses that have prerequisites.\

Option A:
Language: Satisfactory completion of RU 312; one or more semesters in Russia, and at least six additional courses including:

(a) Three of the following: EC 230, GG 222, HI 247, and PS 227 (under normal circumstances, these courses should be taken before going to Russia)

(b) Three additional courses, including a seminar in the social sciences (four, if a candidate for honors) chosen from section (a) above or EC 330, EC 430, GG 413, GG 422, HI 248, HI 404, HI 416, PS 328, PS 408, PS 424, RS 500, RS 700, and RU 704

Option B:
Language: Satisfactory completion of RU 312 and at least eight additional courses including:

(a) Three of the following: EC 230, GG 222, HI 247, and PS 227

(b) Three additional courses, including a seminar (four, if a candidate for honors) chosen from section (a) above or EC 330, EC 430, GG 413, GG 422, HI 248, HI 404, HI 416, PS 338, PS 408, PS 424, RS 500, and RS 700 or RU 704

(c) RU 151, RU 152, and one other literature course

Actual courses offered will vary from year to year depending on staffing. First-year student seminars may on occasion also be counted toward the major.

Departmental Honors: Students who have a B+ average or better in their courses in the program may elect to seek honors by writing a two-semester thesis (RS 700). Ideally, the thesis will begin as a seminar paper. Permission for this project must be obtained in advance. Honors are conferred or denied on the basis of the thesis grade, following an oral examination.

Requirements for Minor: A minor in Russian and East European studies will consist of five courses from at least three departments, including at least one course at the 400 level, chosen from: EC 230, EC 330, EC 430, GG 222, GG 413, GG 422, HI 247, HI 248, HI 404, HI 416 PS 227, PS 338, PS 408, PS 424, and RS 500.

Course listing:

EC 230	Comparative Transitions
EC 330	Comparative Economic Systems
EC 430	Post-Communist Economic Transition

GG	222	The Political Geography of Russia
GG	413	Population Geography: Challenges to the Nation-State
GG	422	Russian Geography
HI	247	Traditional Russia
HI	248	Russian Revolution and the Soviet Experiment
HI	404	Readings in Russian and Soviet History
HI	416	Communism and Fascism: Modernity and Its Opponents in Europe
PS	227	Soviet and Post-Soviet Politics
PS	338	Political Development of East and Central Europe
PS	408	Seminar on United States Relations with Russia and East/Central Europe
PS	424	Seminar on the Politics of Post-Communist Transitions
RS	101	Beyond the USSR: From Union to Disunion
RU	101	Beginning Russian
RU	102	Beginning Russian
RU	103	Beginning Russian
RU	151	Russian Literature's Golden Age (1830-80) (in English)
RU	152	Revolutionary Literature in a Revolutionary Society: Russian Modernism, 1880-Present (in English)
RU	201	Intermediate Russian
RU	202	Intermediate Russian
RU	311	Russian Language and Culture I
RU	312	Russian Language and Culture II
RU	351	Dostoevsky (in English)
RU	352	Tolstoy (in English)
RU	354	Chekhov (in English)
RU	704	Senior Seminar

For complete descriptions of the above courses see listings under the appropriate departments.

[RS 101 Beyond the USSR: From Union to Disunion]

RS 500 Independent Project (Fall, Spring)
(Permission)

RS 700 Senior Thesis (Fall, Winter, Spring)
(Permission)

SOCIOLOGY/ ANTHROPOLOGY

Professors: A. David Napier, Margaret Nelson (on leave academic year); E. Burke Rochford; *Associate Professor:* Ellen Oxfeld; *Assistant Professor:* Theodore Sasson; *Visiting Assistant Professor:* Daniel Egan; *Visiting Instructors:* Jean Burfoot, Rebecca Popenoe

The department of sociology/anthropology has the unique feature of combining two disciplines within a single departmental major. We encourage students to take full advantage of this opportunity to develop a perspective for the systematic analysis and understanding of human behavior. Based on the empirical findings of the closely related disciplines of sociology and anthropology, this perspective is inherently comparative, such that the department is concerned with the impact of culture and society in various settings. Although both of these disciplines share common concern about human behavior, each in addition has its own history, concepts, and theoretical commitments. Anthropology essentially focuses on the role of culture in human experience, and sociology is concerned primarily with the role of social interaction and the social structure in human experience.

Required for the Major in Sociology/Anthropology: A minimum of 10 fall and spring term courses will constitute the major. The core of the departmental major consists of five required fall and spring courses (SA 103, SA 105, SA 305, SA 301, or SA 302, and SA 700 or SA 710), which emphasize basic concepts, theory, and research methods. Beginning with the Class of 1998, each student will also be required to take at least one 400-level seminar (preferably in the junior year). In addition, each student may choose five to nine (starting in 1998, four to eight) electives from the variety of substantive courses offered by the department, no more than two of which may be 100-level courses.

Ideally, students should take Research Process (SA 301 or SA 302) in their junior year in order to prepare themselves for their senior research and writing project. If a major anticipates being away during all or part of the junior year, the Research Process course should be taken during the sophomore year.

Joint Major: There is an established sociology/psychology joint major. From the sociology/anthropology department, the student must take SA 105, SA 252, SA 305, either SA 301 or SA 302, one related course (from among SA 103, SA 191, SA 288, SA 316, SA 355), one 400-level seminar, and

one other elective in sociology/anthropology. From the psychology department, the student must take PY 105, PY 201, PY 203, one related course (from among PY 204, PY 205, PY 208, PY 224, PY 225, PY 226, PY 300, PY 304, PY 306), another related course (from among PY 207, PY 301, PY 303, PY 305), a 400-level seminar, and one other elective in psychology. Consult respective department chairs for details regarding senior work.

International Major: Beginning with the class entering in the summer of 1995, qualified students may pursue an international major in sociology/anthropology. The international major enables students to complete the B.A. degree in two summers and three academic years. Interested students should consult with Professor Ronald Liebowitz, the international major adviser.

Sociology Minor: SA 105; SA 301 or SA 302; SA 252, SA 305, or SA 310; two elective courses in sociology, no more than one of which can be at the 100 level.

Anthropology Minor: SA 103; two courses in the "Area Studies in Anthropology" section below; two elective courses in anthropology, no more than one of which can be at the 100 level.

Senior Courses: The senior program consists of either a one-semester senior essay (SA 700) or a two-semester senior thesis (SA 710). Normally, the latter is carried out during the fall and winter terms. The senior essay should be written in the fall term. Variations from these patterns are possible only by permission of the department.

A special senior seminar (for both SA 700 and SA 710 students) will be conducted in the fall semester. Its purpose will be to consider recurring research and writing problems.

Departmental Honors: Only students who elect to write a senior thesis (SA 710) become eligible for departmental honors. To achieve honors, one must do superior work on both the senior thesis and course work in the department. Specifically, the level of honors will depend upon (a) achieving a minimum of a B average in all sociology/anthropology courses and (b) the final thesis grade: B+, Honors; A-, High Honors; and A or A+, Highest Honors.

INTRODUCTORY COURSES

Anthropology

SA 103 Selected Topics in Sociocultural Anthropology (Spring)
This course introduces students to the varieties of human experience in social life and to the differing approaches and levels of analysis used by anthropologists to explain it. Topics include gender roles and kinship, linguistic and belief systems, power and authority, and the organization of production. Ethnographic examples are drawn chiefly from non-Western societies, from simple bands to great agrarian states. The ultimate aim is to enable students to think critically about the bases of their own culture and about practices and beliefs previously unanalyzed and unexamined. **SOC OTH** (Ms. Oxfeld)

SA 170 Anthropology through the Arts (CW) (Fall)
Designed with nonmajors and humanities concentrators in mind (though not restricted to them), the course considers how anthropological issues are manifested in the arts. Several forms of the liberal and fine arts will be considered, and special emphasis will be placed upon novels that highlight anthropological concern and on films that analyze or describe major topics in sociocultural anthropology. We will investigate both how cultures represent themselves and how, in turn, they are represented by others. To be taught in conjunction with AR 104 and the show on Balinese painting at the College Museum, "Images of Power: Balinese Paintings Made for Gregory Bateson and Margaret Mead." Limited places available for students to satisfy the College writing requirement. **ARTS SOC** (Mr. Napier, Ms. Atherton)

[SA 190 The Evolution of Humans and Prehistoric Cultures]
SOC

Sociology

SA 105 Society and the Individual (Fall, Spring)
This course examines the ideas and enduring contributions of the giants of modern social theory, including Karl Marx, Max Weber, and Emile Durkheim. Readings will include selections from original works, as well as contemporary essays. Key issues will include the nature of modernity, the direction of social change, and the role of human agency in constructing the "good society." This course serves as a general introduction to sociology. **SOC** (fall: Mr. Sasson; spring: Ms. Burfoot)

SA 191 Introduction to Women's Studies in the Social Sciences (Fall)
This course will explore the multifaceted ways in

which gender as a social construct contributes to the asymmetric organization of our social worlds. Through a thematic and interdisciplinary approach, we will explore theories that attempt to account for sexual inequality; theories of how gender informs language, thought, and morality; feminist approaches towards change; and the different ways in which male and female are imagined in different cultures. The course will include both Western and non-Western perspectives on feminism and gender issues. **SOC** (Ms. Popenoe)

THEORY AND METHOD IN SOCIOLOGY/ANTHROPOLOGY

SA 301 The Research Process: Survey Research and Quantitative Methods (Spring)
Introduction to the basic tools of sociological research from problem formulation (relationship of concepts, hypotheses, and theory) through strategies of design and data collection, to analysis and presentation of results. Exposure to interviews, structured observation, and participant-observation. Concentration on the survey approach, with the class conducting an actual sample survey. Submission of the senior project proposal. Strongly recommended for juniors. Three-hour research lab required. (SA 105 or permission) **DED SOC** (Mr. Rochford)

SA 302 The Research Process: Ethnography and Qualitative Methods (Fall)
The aim of this course is to prepare the student to conduct research, to evaluate and present research in a scholarly manner, and to evaluate critically the research of others. Practice and evaluation of such basic techniques as observation, participant-observation, structural and open-ended interviews, and use of documents. Introduction to various methodological and theoretical frameworks. Thesis or essay prospectus is the final product of this course. Strongly recommended for juniors. **DED SOC** (Mr. Napier)

SA 305 Topics in Contemporary Social Theory (Fall, Spring)
This course will analyze the way that sociological and anthropological theory can contribute to our understanding of the social world. The objective is to provide the students with a better understanding of how various theoretical approaches in the two fields have highlighted and analyzed certain aspects of the organization of human society. By comparing approaches to common problems, the course will also bring to the fore recent challenges that have emerged from the margins of both disciplines. (SA 105) **SOC** (Staff)

SOCIAL PROCESS, SOCIAL ORGANIZATION, AND COMPARATIVE INSTITUTIONS

Anthropology

[SA 304 Women, Culture, and Society]
SOC OTH

[SA 350 Development Anthropology]
SOC OTH

SA 355 Race and Ethnicity (CW) (Fall)
Ethnicity and race are social phenomena that influence group relations, as well as personal identity, in many areas of the world. But what is "ethnicity" and what is "race"? This course introduces students to the varied approaches that have been utilized to understand racial and ethnic phenomena. No single approach to ethnicity is all-inclusive, for ethnic phenomena are multifaceted. We will explore several approaches in this course, including analyses of conflict and competition between groups; examinations of the connections among ethnicity, gender, and class; and considerations of the relationships between personal identity and ethnic role. Limited places available for students to satisfy the College writing requirement. **SOC** (Ms. Oxfeld)

[SA 380 The Anthropology of Religion]
PHL SOC

[SA 382 Symbolic Anthropology]
SOC

[SA 387 Medical Anthropology: The Healer's Art]
SOC

SA 412 Anthropology of the Body (Fall)
This course examines the nature of embodiment in Western and non-Western cultures, as well as the ways in which anthropology has integrated the body in its attempts to make sense of social life. Readings will include both Western Christian-capitalist texts on the body, from St. Augustine to writings on the contemporary media, as well as analyses of

non-Western notions of embodiment. This course will not only challenge received assumptions about our being-in-the-world, but also challenge some of the bedrock assumptions of Western social theory and its constructions of individuals and society. **SOC** (Ms. Popenoe)

SA 420 Seminar on Honor and Shame (Spring)
Please contact sociology/anthropology department for course description. (Ms. Oxfeld)

Sociology

[SA 210 Critical Perspectives on American Society]
SOC USA

[SA 215 Sociology of Education]
SOC

SA 252 Social Psychology (Fall)
The purpose of this course is to examine the dialectical relationship between individual "psyche" and society. We will follow changes both in society and within this discipline itself. The initial focus will thus be on the social shaping of thinking, language, action, and self as discussed by early theorists. Then we will study the social shaping of emotion, a focus emerging in the 1960s. Finally we will consider the postmodern self: the most recent reflection of society's individuals. **SOC** (Ms. Burfoot)

SA 288 Deviance and Social Control (Spring)
This course introduces students to the core sociological perspectives on the nature, causes, and control of deviant behavior and deviant populations. Special emphasis will be placed on crime and criminals, but other behaviors and statuses conventionally defined as deviant—including homosexuality and physical disability—will be considered as well. Readings will include both classical and contemporary contributions to the sociological study of deviance and social control. **SOC** (Mr. Sasson)

[SA 307 Social Movements and Collective Action]

SA 308 Sociology of Religion (CW) (Fall)
An analysis of classical and contemporary issues in the sociology of religion. Emphasis will be given to individual religiosity, the characteristics of religious institutions and organizations, the social functions of religion for society change, and the changing role of religion in modern society. Specific topics will include the dynamics of religious conversion and commitment; church, sect, and cult formation; the relationship of religion to other social and cultural institutions; factors influencing the rise of new religious movements; and the process of secularization. Limited places available for students to satisfy the College writing requirement. **PHL SOC USA** (Mr. Rochford)

[SA 344 The Contemporary Metropolis: Topics in Urban Sociology]
SOC USA

SA 349 Mass Media and American Society (CW) (Spring)
We live in a social world that is increasingly crowded with media images and messages, but we are often unsure about their effects. This course will focus on both public affairs and entertainment media. We will examine the ownership and control of media outlets, the organization of media production, the ideological contents of media products, and the effects of media messages upon audiences. Our objective will be to understand better the role of the mass media in American society. Limited places available for students to satisfy the College writing requirement. **SOC USA** (Mr. Sasson)

[SA 385 Medical Sociology]
SOC

[SA 390 Sociology of Women]
SOC

SA 396 The Sociology of Death and Dying (Spring)
This course will examine feelings about impending death, grief, and the quest to give death explanation and meaning. More specifically, the course will focus on death-related issues for the 20th-century Western world. The power of technology and modern medicine will be assessed relative to implications for death and dying. The sociological reasons for groups at risk for suicide will be examined, and finally AIDS will be considered. The underlying theme of the course is thus an attempt to examine the social structural threads that frame our ability to control, explain, and make meaningful death, as well as to care for the dying themselves. **SOC** (Ms. Burfoot)

SA 410 Sociology of Politics and Power (CW) (Fall)
Who rules America? Is the United States a well functioning pluralist democracy or society dominated by a "power elite"? Is public policy in state and federal government made in the interests of regular Americans or big business? How does social status (race, class, gender, and religion) affect political efficacy? This course will explore these vexing questions through careful consideration of major contemporary and classical works in the field of political sociology. Limited places available for students to satisfy the College writing requirement. **SOC** (Mr. Sasson)

[SA 488 Seminar on the Sociology of Emotions]

SA 489 The Sociology of Mental Illness (Spring)
This course explores a variety of sociological issues and approaches to the study of mental illness. Among the issues considered are (1) models of "madness" (i.e., medical model, labeling theory, sociocultural origins of mental disorder); (2) characteristics of and historical trends in the social organization of mental health care (e.g., asylum, therapy, and community-based care); and (3) contemporary controversies concerning the treatment of mental illness (e.g., deinstitutionalization). (SA 352 or PY 203) (Mr. Rochford)

AREA STUDIES IN ANTHROPOLOGY

SA 320 Ethnography of the Arab-Islamic World (CW) (Spring)
This course will introduce students to the Islamic cultures that span North Africa and the Middle East. After introductory classes on Islam and the history of the region, we will examine the contemporary lived world of Islam through ethnographies. The course will focus on different local expressions of Islamic practice, the nature of Islamic knowledge and belief, notions of gender and sexuality, and the influence of the West on Islamic societies. The course will also examine modes of anthropological representation, and teach students to read ethnographic description with a critical eye. Limited places available for students to satisfy the College writing requirement. (Ms. Popenoe)

[SA 321 Native Peoples of North America]
SOC OTH

[SA 326 Latin American Culture and Society]
Next offered in 1997-98. **SOC OTH**

SA 332 Ethnography of Africa (CW) (Spring)
This course will examine the tremendous cultural diversity within the African continent, explore several African societies in depth, and introduce students to the way in which the study of African societies has been a foundation to the discipline of anthropology itself. Topics we will consider include: social, political, and economic organization; ritual and belief; gender; the relationship between Western nations and African societies; and the challenge of understanding and interacting with peoples whose ways of life and fundamental understandings of the world are so different from those of the West. Limited places available for students to satisfy the College writing requirement. **SOC OTH** (Ms. Popenoe)

SA 335 Chinese Society and Culture (CW) (Fall)
China serves as a case study in the anthropological analysis of a complex non-Western society. This course will be a survey of the principal institutions and ideas that form the background to modern Chinese society. Topics covered include family and kinship, religion, political and economic systems, and social change. Materials will be drawn from descriptions of traditional, contemporary (including both mainland and Taiwanese settings), and overseas contexts. Limited places available for students to satisfy the College writing requirement. **SOC OTH** (Ms. Oxfeld)

[SA 336 Indian Society]
SOC OTH

INDEPENDENT STUDY

SA 500 Advanced Individual Study (Fall, Spring)
Open to qualified students by permission. (Staff)

SENIOR PROGRAM

SA 700 Senior Essay (Fall)
Under the guidance of a faculty member, a student will carry out an independent, one-semester research project, often based on original data. In addition, a senior seminar, in which recurring problems in writing will be discussed, will be held dur-

ing the fall semester. The final product must be presented in a written report of 30-45 pages, due at the end of the fall term. (Staff)

SA 710 Senior Thesis (Fall, Winter)
Under the guidance of a faculty member, a senior will carry out an independent research project, often based on original data. In addition, a senior seminar, in which recurring problems in thesis writing will be discussed, will be held during the fall semester. Data must be analyzed and presented in a written report of 70-80 pages. Superior performance will be considered for honors (see "Departmental Honors"). Due at the end of the winter term. (Staff)

SPANISH

Professors: Alicia Andreu (chair), Roberto Véguez; *Associate Professor:* Eduardo Béjar (on leave academic year); *Assistant Professors:* Evelina Félicité-Maurice, José Alberto Portugal; *Instructor:* Sandra Dunn; *Visiting Instructors:* Liria Evangelista, Miguel Fernández, Gloria Gonzalez-Zenteno

Major Program: The major consists of a minimum of 11 courses, including the following: (1) at least two courses of the series SP 300, SP 301, and SP 302 (one is required to go abroad)—SP 301 is strongly recommended for study in Spain, SP 302 for study in Spanish America; (2) at least two literature courses at the 300 level (not including SP 300); and (3) at least one advanced course beyond the 300 level during the senior year. No more than two courses at the 100 or 200 levels may be counted toward the major. SP 101, SP 102, SP 105, and SP 201 do not fulfill the distribution requirement; SP 219 may count toward the distribution requirement.

Joint Majors: The Spanish component of a joint major will consist of at least seven courses from departmental offerings. No more than two at the 100 or 200 levels may be counted. Other requisites include SP 300, or SP 301 or SP 302, and at least one advanced course beyond the 300 level during the senior year.

Minor in Spanish: At least five courses, including the following: SP 219 (this requirement will be considered satisfied if a student places in a course above SP 219 through AP credit or department placement test); at least one but no more than two courses from the group SP 300, SP 301, SP 302; the rest from other courses at the SP 300+ level. Courses at this level can be taken at the summer or Madrid sessions of the Spanish School, or with departmental approval, with study abroad programs in Spain and Latin America sanctioned by Middlebury's Programs Abroad Committee.

Advanced Placement: College credit is awarded for successful performance on the Advanced Placement Examinations in Spanish Language and/or Spanish Literature (one credit for an AP grade of 3, two credits for an AP grade of 4 or 5). In all cases the student must satisfactorily complete a course at the 300 level before the credit will be awarded. AP credit does not affect course placement.

Programs Abroad for Juniors: The department expects that majors will spend at least one semester in residence in a Spanish-speaking country. Middlebury offers both year and semester programs in Madrid. Students who are interested in going abroad and who are also double or joint majors or are thinking of participating in the teacher education program should consult with their advisers in both areas as early as possible to avoid any conflict in plans. Students who are majors and who are planning to go abroad are required to have taken either SP 300, SP 301, or SP 302. The deadline for applications is February 1. Students interested in attending the program in their junior year should consult the head of the Spanish section of the department, preferably before registration for fall semester of their sophomore year.

All majors going to a Spanish-American country who have not taken SP 300 at Middlebury are required to take courses on literature of Spanish America or of the host country, one course if the stay abroad is for one semester, two courses if the stay is for the whole academic year. These courses will count toward the department's literature requirement. Nonmajor students may go abroad after taking SP 219 with a minimum grade of B+.

The following is a representative list of courses offered in the Middlebury program for juniors in Madrid in the last few years.

Fall
331 Fondo histórico de España
339 Politica española contemporánea
340 Arte en los museos de Madrid
352 La comunidad económica europea
359 Madrid en la vida de España
407 Análisis comparativo: Inglés/Español
469 Teatro moderno español

Spring
340 Arte en los museos de Madrid
342 La actualidad española

350 Relaciones exteriores españolas: Tendencias actuales
354 La mujer en la sociedad española
410 El subjuntivo
452 España después de Franco
453 La transición española en los documentales
482 La ficción en la literatura española: el cuento

Honors: Upon completing an advanced course beyond the 300 level during the fall semester of the senior year, the student may be nominated as an honors candidate (SP 705). The department will award Honors, High Honors, or Highest Honors on the basis of the student's thesis completed in SP 705 and his or her previous work in the department. SP 705 is not considered one of the 11 courses required for the major.

A Spanish major will be expected to have a thorough command of the language, to be conversant with the major currents of Hispanic literature, and to have a broad knowledge of Hispanic culture gained through the experience of courses at Middlebury and study abroad.

SP 101 Intensive Beginning Spanish (Fall)
This course is an introduction to the fundamentals of grammar and focuses on the development of four skills in Spanish: comprehension, speaking, reading, and writing. Emphasis will be placed on active communication aimed at the development of oral and comprehension skills. The course is open only to students who have not previously studied Spanish. Students are expected to continue with SP 102 after successful completion of SP 101. (Staff)

SP 102 Beginning Spanish (Winter)
Continuation of SP 101, dealing with more complex Spanish. (SP 101 or placement) (Staff)

SP 201 Intermediate Spanish (Fall, Spring)
A course designed to consolidate the skills attained in SP 101 and SP 102 or the equivalent. Readings, discussions, and compositions. This course may not be used to fulfill the foreign languages distribution requirement. This course meets five hours a week. (SP 102 or placement) (Staff)

SP 219 Self-Expression in Spanish (Fall, Spring)
A middle-level course for students seeking to perfect their command of Spanish. The course will consist of oral and written assignments on a variety of topics chosen to increase the students' control of the structures and vocabulary of the language. The course will also include a thorough review of grammar at a fairly advanced level. This course may be used to fulfill the foreign languages distribution requirement. (SP 201 or placement) **LNG** (Staff)

SP 300 An Introduction to the Study of Hispanic Literature (CW) (Fall, Spring)
An advanced language and literature course designed to perfect skills in literary analysis and critical writing. The work will be based on the reading of a number of outstanding works in prose and poetry. Frequent short, critical essays will complement the reading and provide the student with practice in writing. Section A satisfies the College writing requirement. (SP 219 or equivalent) **LNG LIT** (Staff)

SP 301 An Introduction to Spain (Fall)
This course will study the history, art, and literature of Spain as a way of understanding better the culture of the country. It is strongly recommended for students planning on going to Madrid with the Middlebury program. *This course is closed to juniors and seniors returning from study in Spain.* (SP 219 or equivalent) **LNG EUR** (Mr. Véguez)

SP 302 Ideas and Cultures of Spanish America (Spring)
An analysis of major sociopolitical and cultural elements present in representative Spanish-American texts, from the initial period of the conquest to the present time. Works to be discussed will illustrate cultural elements that bear upon the formation of present day Spanish-American civilization. *This course is closed to juniors and seniors returning from study in Spanish America.* (SP 219 or equivalent) **LNG OTH** (Staff)

[SP 311 Words in Action: Contemporary Hispanic Theatre]
LNG LIT OTH

SP 321 The Literature of Spain (Spring)
An introduction to masterworks of Spanish literature. We will examine the historical and cultural backgrounds of the periods under study, and discuss the literary works that best represent them. Students will be required to do class presentations and to write papers. (SP 300, SP 301, or SP 302) **LNG LIT EUR** (Staff)

SP 322 The Literature of Spanish America (Fall)
An introduction to masterworks of Spanish-Ameri-

can literature. We will examine the historical and cultural backgrounds of the periods under study and discuss the literary works that best represent them. Students will be required to do class presentations and write papers. (SP 300, SP 301, or SP 302) **LNG LIT OTH** (Staff)

SP 355 Spanish in the U.S. (Fall)
This course will trace the diverse paths of Hispanic culture in the United States by examining the impact of multiple emigrations on the Spanish language (Puerto Rican, Mexican, and Cuban communities). Emphasis will be placed on the sociolinguistic and cultural changes that Spanish speakers have undergone in the U.S. The notion of bilingualism will be studied with relation to language change, acculturation, and identity. We will also examine the different varieties of Spanish spoken by Hispanics in the U.S. **LNG SOC USA** (Staff)

[SP 370 Gay and Lesbian Themes in Latin American Writing]
LNG LIT OTH

SP 371 The Generation of 1898 (Fall)
The purpose of this course is to acquaint students of Spanish with what is traditionally known as the Generation of 1898 through one of its major figures, Miguel de Unamuno. The works of Unamuno illustrate why this generation has been considered one of the finest in Spanish literary history and why the writer's books are still regarded as current and original. (SP 300, SP 301, or SP 302) **LIT EUR** (Ms. Andreu)

[SP 374 Spanish Women Writers]
LIT EUR

SP 385 Translation (Spring)
Translation is one of the most rigorous approaches to reading. Translators confront the ambiguities of language and translation theory questions the ways language works and how meaning is preserved and communicated across borders. This course will combine intensive translation with readings in translation theory to gain insight into the workings of both Spanish and English and, ultimately, into language itself. **LNG SOC** (Staff)

[SP 402 Cervantes y el Don Quijote]
LIT EUR

SP 464 The Need for Fictions: Rulfo and García Márquez (Spring)
We will devote this course to the study of two masterpieces of Latin American fiction: *Pedro Páramo* by Juan Rulfo, and *Cien Años de Soledad* by Gabriel García Márquez. We will trace the creation of the fictional worlds of "Comala" and "Macondo" in the early works of these authors (Rulfo's *El Llano en Llamas;* García Márquez's *La Hojarasca* and *La Mala Hora*); and we will explore the terms in which the act of fictionalizing mediates between facts and imagination: making sense of the outbreaks of social violence in Mexico and Colombia, and giving a recognizable form to the collective responses to them. Selected readings on social and political history, cultural anthropology, and literary criticism. (Spanish majors: seniors only; sociology/anthropology, political science, literary studies, and history senior majors: advanced knowledge of Spanish) (Mr. Portugal)

SP 476 Caribbean Women Writers: Expanding the Canon (Fall)
This course will examine in detail several women writers from the Caribbean. A variety of sociocultural and critical approaches will be used to highlight the importance of subcultures, social stratification, and value orientations. (Seniors/others by permission) **LIT OTH** (Ms. Félicité-Maurice)

[SP 480 Beyond the Realm of the Senses: Contemporary Spanish-American Literature of Fantasy]
LIT

[SP 481 Spanish Women Writers: Expanding the Canon]
LIT EUR

[SP 483 Spanish-American Dissident Narratives]

[SP 484 Female Erotic Literature of Latin America]

SP 485 The Contemporary Spanish Novel (Spring)
This course will review some key novels of 19th- and 20th-century Spanish literature. The main goal is to highlight the works of major contemporary writers, as well as to analyze them within their own cultural contexts. (Seniors/others by permission) **LNG LIT EUR** (Ms. Andreu)

[SP 486 The Spanish-American Narrative of the Boom]
LIT OTH

SP 500 Independent Study (Fall, Spring)
The department will consider requests by qualified juniors and seniors to engage in independent work. (Staff)

SP 705 Seniors Honors Thesis (Spring)
Requirements:
1. A student with a departmental average of B+ and senior work of B+ or better may initiate the procedure for an honors thesis proposal.
2. The student should have a topic that he/she wants to develop into an honors thesis.
3. The topic should derive from studies and experiences in the Hispanic field at Middlebury.
4. The student submits a thesis proposal with a bibliography to a prospective adviser in the department by *November 1.*
5. If the subject matter is deemed viable by the adviser, the proposal will be reviewed by the department.
6. Students will be notified of their grade in the senior course the week after Christmas.
7. Final proposals are to be submitted by the second Friday of winter term.
8. The due date for the first draft of the thesis is *April 1.*
9. The due date for the final copy of the thesis is the last day of classes.
10. The department nominates a second reader for each thesis project. The second reader will participate in the correction of and commentary on the first draft. In case of a discrepancy, the department chair makes the final decision.

TEACHER EDUCATION

Lecturers: Harry Lawrence, Betsy Thurber, Judith Vaill; *Visiting Instructor:* Lisa Beck

Successful completion of all the requirements of the program will be registered on the student's transcript as a concentration or as a minor. The program offers students opportunities to study educational issues and to prepare themselves as elementary or secondary teachers. Upon graduation, students who have successfully completed one of the programs described below receive an initial license to teach in the State of Vermont, whose license is recognized by the following states and the District of Columbia (some states now require a teacher competency examination, however, before licensure will be granted): Alabama, California, Connecticut, Delaware, District of Columbia, Florida, Hawaii, Idaho, Maine, Maryland, Massachusetts, Minnesota, New Hampshire, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, South Carolina, Tennessee, Utah, Virginia, Washington, and West Virginia.

Students interested in earning teacher licensure should notify the teacher education office of their interest as early as they can, preferably by the fall of the sophomore year. Planning ahead will avoid possible later conflicts. Students should plan on devoting a full term (four course units) to their student teaching and their study of teaching methods.

In order to gain teacher licensure in the State of Vermont, a prospective teacher must submit a portfolio that demonstrates teaching competence with regard to subject matter, teaching strategies and skills, and professional relations. The portfolio will be reviewed periodically, and at the end of the practicum the student teacher will make an oral presentation to the Teacher Education Program Review Committee.

Requirements for Elementary Licensure (Grades K-6):
1. One term of college science, preferably in the physical sciences; or a one-term course in mathematics (highly recommended; see mathematics department for relevant courses)
2. A one-term course in the foundations of education (PY 225 Child Psychology, TE 203 Curriculum History in Elementary and Secondary School Settings, or SA 315 Sociology of Education)
3. A one-term course on the pedagogy of teaching reading, language arts, and the social studies at the elementary school level (TE 305)
4. A one-term course on the pedagogy of teaching mathematics and science at the elementary school level (TE 315)
5. A winter term course on the pedagogy of teaching the arts at the elementary school level
6. The professional semester: TE 404 Curriculum Development in Elementary Education (seminars/workshops in physical, health, and special education); TE 405, TE 406, TE 407 Student Teaching in the Elementary School; and satisfactory review of the student teacher's portfolio by the Teacher Education Program Review Committee

Requirements for Secondary Licensure (Grades 7-12):
1. A major or its equivalent in a discipline that coincides with a subject taught widely in public sec-

ondary schools is necessary for teacher licensure. Middlebury College presently recommends students for secondary-level licensure in the following areas: art, biology, chemistry, computer science, dance, earth science, English, French, geology, German, history and social sciences, mathematics, physics, Russian, and Spanish.

Note: Students majoring in history or a social science (economics, geography, political science, psychology, or sociology/anthropology) must complete a course dealing with geography and a course dealing with a culture or society outside North America. Students majoring in a social science must also complete the following: HI 203 United States History 1492-1861, and HI 204 United States History 1861-Present or their equivalent.

2. A one-term course in the foundations of education (TE 201 Critical Issues in American Education, TE 202 Issues in Adolescent Development, or TE 203 Curriculum History in Elementary and Secondary School Settings)
3. A winter term field experience course working as a teacher assistant in a secondary school
4. A one-term course on the methods and materials of teaching reading and study skills in secondary school subjects (TE 320)
5. The professional semester: TE 414 Problems and Methods of Secondary Education; TE 415, TE 416, TE 417 Student Teaching in the Secondary School; and satisfactory review of the student teacher's portfolio by the Teacher Education Program Review Committee

The following foundation of education course is highly recommended: SA 315 Sociology of Education (see course description in sociology/anthropology).

[TE 201 Critical Issues in American Education]

TE 202 Issues of Adolescent Development (Spring)
Multiple perspectives on the physical, cognitive, and psychosocial transitions related to adolescent development. Drawing upon cross-disciplinary studies from psychology, sociology, and the field of education, topics considered include adolescent peer culture, adolescent ethnocentrism, new male/female roles, gifted education, and learning needs and learning problems of the adolescent. Field work is required for those planning to teach at the secondary level. (Seniors must have permission of instructor to enroll.) (Staff)

[TE 203 Curriculum History in Elementary and Secondary School Settings]

TE/ES 302 Environmental Education: A Bioregional Approach (Spring)
See course description in environmental studies. (Mr. Elder)

TE 305 The Pedagogy of Reading and Writing in the Elementary School (Spring)
An examination of the processes of reading and writing, the perceptual and language skills involved, and the nature of the task confronting children attempting to gain literacy. Also an introduction to social studies curriculum. In addition to the three hours of weekly class, students spend two to three hours per week observing elementary school classes in the Middlebury area. Field work is required for those planning to teach at the elementary level. (Staff)

TE 310 Urban Education (Fall)
Education problems of the inner city considered in the context of schools and community. Current issues and crises in urban education are examined from historical, philosophical, psychological, and pedagogical perspectives. Topics include compensatory education and head start, curriculum of inclusion, school desegregation, bilingual-bicultural education, cognitive styles, and student resistance and dropouts. (Enrollment limited to 15 students; open to juniors and seniors) (Staff)

TE 315 The Teaching of Mathematics and Science in the Elementary School (Fall)
An examination of current theory, research, methods, and materials of elementary school mathematics and science. In addition to the three hours of weekly seminars, students spend two to three hours per week observing in elementary school classes in the Middlebury area. (Staff)

TE 320 Teaching Reading and Writing Skills in Secondary School Subjects (Fall)
An introduction to curricular and instructional theory as it relates to the teaching of reading, writing, and study skills in the secondary school content areas. In addition to the weekly seminar, students are expected to spend two or more hours per week observing and tutoring in secondary schools in the Middlebury area. (Staff)

TE 325 Contemporary Topics in Higher Education (Spring)
An analysis of the major issues relating to institutions of higher education. Specific seminar topics include selective admissions, the value of college education, college athletics, grading and evaluation, academic freedom and tenure, financing higher education, and governance and power. (Staff)

TE 404 Curriculum Development in Elementary Schools (Fall, Spring)
Concurrent with elementary student teaching, this course is designed to provide guidance in curriculum development and its implementation in the classroom, and to explore some of the issues related to the teaching process and profession. Methods and materials in the teaching of health, physical, and special education will also be considered. (Corequisite: TE 405, TE 406, TE 407) (Staff)

TE 405 Student Teaching in Elementary Education (Fall, Spring)
A semester-long practicum in a local elementary school under the direct supervision of an experienced master teacher. (Corequisite: TE 404) (Staff)

TE 406 Student Teaching in Elementary Education (Fall, Spring)
See TE 405.

TE 407 Student Teaching in Elementary Education (Fall, Spring)
See TE 405.

TE 414 Problems and Methods in Secondary Education (Fall, Spring)
The purpose of this course is to extend the study of general methods of teaching in the secondary schools and to provide study in the curriculum and special methods of specific teaching fields. (Corequisite: TE 415, TE 416, TE 417) (Ms. Thurber, Staff)

TE 415 Student Teaching in the Secondary School (Fall, Spring)
A semester-long practicum in a local secondary school under the direct supervision of an experienced master teacher. Weekly seminars provide a continuing support system for student teachers by establishing a congenial forum of peers and College supervisors for the sharing of ideas, problems, and experiences. (Corequisite: TE 414) (Staff)

TE 416 Student Teaching in the Secondary School (Fall, Spring)
See TE 415.

TE 417 Student Teaching in the Secondary School (Fall, Spring)
See TE 415.

Three winter term courses are regularly offered at Middlebury:

Children and the Arts
A study at the elementary level of the integration of the arts into classroom activity and children's literature, with particular emphasis on the value of the arts and on the creative process. Students will participate 15 hours a week in school settings where the arts are emphasized. Students will gain a fuller appreciation of the creative process through studio arts activities and a portfolio of their artistic works. This course is required for students concentrating in teacher education at the elementary level. (Staff)

Field Experience Internship in Secondary Education
This course provides students with the opportunity to explore the possibility of a career in teaching. During the term, each student will be assigned to work with a regular classroom teacher in a local secondary school as an intern. Tasks will vary but usually include observing classes, tutoring, directing small-group work, and the like. Students are required to be in the school five mornings per week (8:30-1:00). In addition, seminars will be held two afternoons (1:30-3:00) on campus to discuss the field experience. This course is required of students planning to concentrate in the secondary teacher education program. Prior to registering, students should complete and return a field placement application available in the teacher education office. (Ms. Vaill)

Field Experience Internship at DeWitt Clinton High School
This course provides teaching and learning opportunities at DeWitt Clinton High School, an urban school in New York City. During the term, each student will be assigned to work as an intern with a classroom teacher. Tasks will vary but will include observing classes, tutoring, grading quizzes and homework, directing small-group work, and perhaps making some large-group presentations. Students are required to spend five full days at the school

each week. Prior to registering, students should have filled out an application, available from the teacher education office, and completed an interview with the DeWitt Clinton Internship Committee. Limit on enrollment: 10. Graded Honors, Pass, Fail. (Staff)

THE PROFESSIONAL SEMESTER

Admission to the professional semester is by application only. Deadline: March 15 for fall term, October 15 for spring term. In order to be assured of a positive recommendation for licensure, students must complete the student teaching experience (TE 405, TE 406, TE 407, or TE 415, TE 416, TE 417) with a grade of at least B.

The Ninth Semester Program: Students who wish to gain teacher licensure but are unable to complete the professional semester during their undergraduate years may apply to undertake student teaching shortly after their graduation. To be eligible, students must complete all pre-practicum course requirements, including 60 hours of field work at an elementary or secondary school. Tuition is the equivalent of the one-course special student fee charged for that semester. In addition, students will be expected to live off campus and to provide for their own housing and meals.

Prerequisites to the Professional Semester:

A G.P.A. of B (may be waived for cause by the Teacher Education Program Committee) and demonstrated mastery of subject matter as attested by appropriate faculty member(s) in the student's major department. Satisfactory completion of required field work as attested by the teacher program staff.

The following course requirements must be completed:

1. For elementary licensure, successful completion of PY 225 (or an equivalent course in the foundations of education), TE 305, TE 315, a winter term methods course in the arts and music, and a one-semester course in science

2. For secondary licensure, successful completion of TE 201 (or an equivalent course in the foundations of education) and TE 320

3. For all secondary-level licensure fields, the internship program (winter term)

Students accepted for student teaching should register for four courses in the same term as follows:

Elementary Education

TE 404 Curriculum Development in Elementary Schools

TE 405, TE 406, TE 407 Student Teaching in Elementary Education

Secondary Education

TE 414 Problems and Methods in Secondary Education

TE 415, TE 416, TE 417 Student Teaching in the Secondary School

THEATRE, DANCE, AND FILM/VIDEO

Professors: Andrea Olsen, Ted Perry, Douglas Sprigg; *Associate Professors:* Cheryl Faraone, Arthur St. Leger Grindon (chair), Richard Romagnoli; *Assistant Professors:* Jule Emerson (on leave spring term), Mark Evancho; *Visiting Instructor:* Deborah J. Ellis; *Lecturers:* Penny Campbell, Donald Mitchell; *Visiting Lecturer:* Tyrone Wilson; *Technical Director:* Allison Rimmer; *Assistant Technical Director:* James Dougherty; *Lighting Designer and Technical Director for Dance:* B-St. John Schofield; *Costume Director:* Linda Waters

MAJOR PROGRAM

The department of theatre, dance, and film/video provides intensive exposure to several artistic forms. Students electing a major can expect to pursue, depending on their area of emphasis, some combination of acting, directing, design, playwriting, dramatic literature, dance, film/video studies, screenwriting, or video-making.

Required for the Major: All majors take the following course: Independent Project (TH 500/505/507). In addition to this core course, students majoring in this department will choose an emphasis in theatre, dance, or film/video.

Internnational Major: The international major in theatre, dance, and film/video is available only to students entering before summer 1995.

THE THEATRE EMPHASIS

Designed to encourage creativity, artistic excellence, and a vigorous exploration of the current and historical possibilities for theatrical expression, the theatre emphasis guides students toward an integrated understanding of all aspects of the theatrical experience while sharpening their creative skills as actors, directors, designers, and/or playwrights.

Students choosing the theatre emphasis will take TH 214 Directing I, and TH 306 Twentieth-

Century Performance Aesthetics, plus one course in design to be determined in consultation with their adviser. In addition, students will choose either the acting/directing track or the design/production track.

Acting/Directing Track
Students choosing the acting/directing track will take two courses in drama/history (see below) and five courses in performance (see below), to be determined in consultation with their adviser.

Design/Production Track
Students choosing the design/production track will take AR 110, AR 111, and five courses in design (see below), to be determined in consultation with their adviser.

Drama/History: Introduction to Drama Study (TH 106), History of Fashion (TH 115), Contemporary Women Playwrights (TH 206), Contemporary British Playwrights: The Second Wave (TH 208), American Drama (TH 216), Modern Drama (TH 226), Shakespeare (EL 321), History of Western Drama (TH 326).

Performance: Acting I: Beginning Acting (TH 102), Acting II: Voice for the Actor (TH 202), Acting III: Scene and Monologue Study (TH 302), Acting IV: Styles of Acting (TH 402), Production Studio: Acting/Directing (TH 210/220)*, Repertory Company (TH 429)*, Playwriting I (TH 218), New Plays: Playwrights and Directors (TH 228), Senior Independent Project (TH 700).

Design: Visual Creativity for the Stage (TH 101), Costume Design I (TH 105), Scenic Design I (TH 111), Lighting Design I (TH 113), History of Western Dress (TH 125), Costume Design II (TH 215), Scenic Design II (TH 221), Lighting Design II (TH 223), Production Studio: Design (TH 219/229)*, Repertory Company (TH 429)*, Senior Independent Project (TH 700).
(*Only one)

The Theatre Minor: The theatre minor consists of six courses, as follows: TH 101 Visual Creativity for the Stage, TH 102 Acting I: Beginning Acting, AD 116 The Creative Process, one production studio course, and any two dramatic literature courses with a theatre prefix, one of which must be at the advanced level.

THE DANCE EMPHASIS

Central to the dance emphasis is the development/understanding of the creative artist through critical study and regular practice in contemporary dance techniques, improvisation and choreography, history, theory, experiential anatomy and kinesiology, and performance. Individual talents and interests will draw a student toward advanced study/application of dance in many possible areas within the department and/or broad College curriculum. The dance major is designed to provide a solid and extensive base of intellectual and experiential expertise in dance, applicable widely, as well as necessary flexibility to accommodate individual educational goals.

Core courses required for the dance emphasis are: The Creative Process (AD 116), Dance History (TH 284), Anatomy and Kinesiology (TH 276), three terms of technique at or above the 200 level, an Independent Project (TH 500, normally undertaken in the second semester of the junior year or as a senior), and two additional courses chosen from within the regular fall and spring course offerings in the dance program. Three other courses at the 200 level or above are carefully selected in consultation with a dance faculty adviser to complete the major and deepen expertise in the dimension of dance study appropriate to the individual student. Examples are courses in women's studies, sociology/anthropology, natural sciences, creative writing, music, theatre, design, or film/video. A 700-level independent project may be approved for the senior year if supported by prior exemplary work and careful planning.

The Dance Minor: The dance minor consists of five courses, as follows: (1) two courses in dance technique and choreography at or above the 200 level (TH 260, TH 261, TH 360, TH 361, TH 380, TH 381); (2) TH 276 Anatomy and Kinesiology or TH 215 Ecology and the Body; (3) TH 284 Dance History or TH 279 Movement Intentionality for the Stage; (4) one additional course from theatre, dance, and film/video course listings.

THE FILM/VIDEO EMPHASIS

Film and video are viewed in their broadest cultural implications and as independent art forms. Some course offerings stress the historical and critical study of film, television, and video, while other courses provide opportunities for making films (using video) and for writing screenplays.

Students who select a film/video emphasis take Film Form and Film Sense (TH 130), the Junior/Senior Seminar (TH 332) and one course in independent work (TH 507), as well as Sight and Sound I (TH 135) or Screenwriting (TH/EL 240) and Film History (TH 231) or Masterpieces of Cinema (TH 233), as well as one of the following: Film and Modernism (TH 330), History of Video (TH 333),

Documentary (TH 232), or Japanese Cinema (TH 237). In addition, majors select three additional film/video courses taught within the department during a regular term, and at least one of these courses must be a film/video study (history, criticism, theory) course. Three cognate courses are also required for the film/video emphasis; they must be selected from among a list of pre-approved courses, which is available in the film/video office. These courses are chosen from among the College's regular offerings (200 level or above) in art, history, political science, literature, theatre, literary criticism, aesthetics, and American civilization.

The Film/Video Minor. The film/video minor consists of five courses, as follows: (1) TH 130 Film Form and Film Sense; (2) TH 135 Sight and Sound I or TH/EL 240 Screenwriting Workshop; (3) three additional courses, at least one of which must be a 300-level course.

DEPARTMENTAL HONORS

Honors, High Honors, or Highest Honors are awarded to graduating seniors in the department of theatre, dance, and film/video based upon grade point average of A- or better in department and cognate courses, overall distinction in the department, and the following:

For theatre: a grade of A- or better on the senior 700 independent project. Normally joint majors (and full majors who choose not to do a senior 700 project) will be eligible only for Honors.

For dance: a grade of A- or better on the senior 500 independent project. Normally joint majors will be eligible only for Honors.

For film/video: a grade of A- or better on a senior 700 independent project is necessary to be eligible for Honors, High Honors, or Highest Honors.

COLLEGE WRITING PROGRAM

TH/EL 218 Playwriting I or TH/EL 240 Screenwriting Workshop I fulfill the College writing requirement.

DEPARTMENTAL COURSES

AD 116 The Creative Process (Fall, Spring)
See interdepartmental courses for description.

TH 500 Independent Project (Fall, Winter, Spring)
In consultation with their advisers, theatre and dance majors will propose a TH 500 Independent Project. Proposal forms approved by the student's adviser and the program area will be submitted to the department by April 15 of the previous term for those wanting credit in the fall term, by October 15 for those wanting credit in the winter term, and by November 1 for those wanting credit in the spring term. Projects will conform to Handbook "500" regulations and to the stipulations in the guidelines, which are available in the department office. (Staff)

TH 505/705 Senior Independent Work (Fall, Spring)
All theatre majors doing independent work will be required to register for this seminar. (Mr. Sprigg, Ms. Faraone)

TH 507 Advanced Independent Work in Film/Video (Fall, Winter, Spring)
All film/video majors are required to undertake independent work involving the making of a video (only available in winter or spring), the writing of a screenplay, or the writing of a research paper. Guidelines for submitting proposals are available in the film/video office, along with a list of prerequisites. (Staff)

TH 700 Senior Project (Fall, Winter, Spring)
Dance and theatre majors who have successfully completed a TH 500 project have the option of proposing to undertake a TH 700 project. The deadlines for submitting proposals are the same as those indicated for TH 500 projects. This option exists only for superior students with well-planned proposals, who have demonstrated an ability to create independent work of exceptional quality. Students should speak to their adviser about specific requirements for each emphasis within the department. (Staff)

TH 707 Senior Independent Work in Film/Video (Fall, Winter, Spring)
Film/video majors who have a B+ average in film/video courses and who complete TH 507 with a grade of B+ or better, and who wish to be considered for graduation honors, may apply to undertake independent work in film/video involving the making of a video (winter and spring only), the writing of a screenplay, or the writing of a research paper. Guidelines for submitting proposals are available in the film/video office. (Staff)

THEATRE COURSES

TH 101 Visual Creativity for the Stage (Fall)
The study of artistic principles as they apply to all artists in theatre, dance, and film/video. Students will develop an understanding of color, line, form, shape, texture, and balance as they apply to historical and current theatrical literature. Projects in design are intended to stretch the student's research ability, critical analysis, artistic imagination, and presentation skills. The class is designed for all students interested in the visual and the performing arts and serves as an introduction to set, costume, and light design. Up to 30 hours of production lab work will be required for the course. **ART**
(Mr. Evancho)

TH 102 Acting I: Beginning Acting (Fall, Spring)
Rigorous physical and psychophysical exercises attempt to break through the cultural and psychological barriers that inhibit an open responsiveness to impulses, to the environment, and to others. Attempt is made to free personal response within improvised scenes and, eventually, within the narrative structure of a naturalistic scene. Attention is given to various theories of acting technique. Students are required to audition for two departmental shows. (First- and second-year students only) **ART** (fall: Mr. Romagnoli, Mr. Wilson; spring: Mr. Romagnoli, Mr. Sprigg)

[TH 106 Introduction to Drama Study]

TH 111 Scenic Design I (Fall)
Exploration and development of basic set design skills for theatre, dance, and film/video. Class projects will introduce the student to sketching, painting, sculpting, script analysis, and presentation skills. The design projects will challenge the student's imagination and creativity through historical and current theatrical literature, the study of artistic movements in theatre, concept development, and research. In addition, students will work on productions in order to understand better how theory relates to practice. Up to 30 hours of production lab work will be required for the course. **ART**
(Mr. Evancho)

TH 113 Lighting Design I (Spring)
This course examines historical and present lighting theories, theatrical artistic movements, and theatrical literature, leading to the planning and conceptual development of the lighting plot. Class projects will also introduce the student to sketching, painting, sculpture, script analysis, and presentation skills. In addition, students will work on productions in order to understand better how theory relates to practice. Up to 30 hours of production lab work will be required for the course. **ART**
(Mr. Evancho)

[TH 125 The History of Western Dress]

TH 202 Acting II: Voice for the Actor (Fall)
Using Kristin Linklater's book *Freeing the Natural Voice* as its foundation, the course will introduce students to the physiological basis of voice production. By means of a series of interrelated physical and vocal exercises students will discover ways of replacing restricting patterns of the voice's full potential for volume, resonance, and expressiveness. In addition, students will study and present passages of Shakespeare's verse in order to explore ways in which their new vocal skills may be used to express their increased intellectual understanding. (TH 102) (Mr. Sprigg)

TH 205 Costume Design and Figure Illustration I (Fall)
Introduction to costume design and figure illustration. Design projects concentrate on study of period dress, design elements, composition, drawing and rendering, and theatrical style as they relate to the play, the interpretation, and the occasion. No prior drawing experience is assumed or expected. **ART** (Ms. Emerson)

TH 206 Contemporary Women Playwrights: Searching for History and Illuminating the Present (Fall)
The course will include readings and discussion of the work of a number of the most influential and interesting American, Canadian, Australian, and European playwrights of the 1970s and 1980s. Authors to be explored include Maria Irene Fomes, Caryl Churchill, Pam Gems, Wendy Kesselman, Corinne Jacker, and others. The playwrights' concerns range from the domestic to the apocalyptic, and their stylistic choices are equally wide ranging. In addition to the study of individual works, the course will also include an overview of the authors' relationship to the culture and to the art form. **ART**
(Ms. Faraone)

TH 208 Contemporary British Playwrights: The Second Wave (Spring)
This course will explore Great Britain's controver-

sial theatrical movement, beginning in the late sixties, which came to be known as The Fringe. Plays by David Hare, Howard Brenton, Stephan Poliakoff, Howard Barker, David Edgar, Caryl Churchill, Snoo Wilson, Trevor Griffiths, and others will be discussed. Particular focus will be on the plays' dramaturgical and theatrical values, as well as their impact on the overall development of the fringe theatre movement and its influence on the more traditional theatrical establishment. (Mr. Romagnoli)

TH 214 Directing I (Fall)
As a group, students will analyze a single play to discover the process involved in preparing a script for production. Attention will be given to production and design concepts, textual values, auditions, rehearsals, and the structuring of a performance in time and space. During the second half of the course, students will cast and direct one or more scenes to be worked on and performed in class. The practical work is combined with extensive written analysis. (TH 102 and permission) (Mr. Romagnoli)

[TH 216 American Drama: Contemporary Playwrights]

TH/EL 218 Playwriting I (CW) (Spring)
Unlike fiction, a play uses actors on a stage to tell a story to an audience. The language of the characters, the tip of the iceberg, suggests depths of unspoken experience and stimulates the actor to discover and recreate that experience in the language of movement, gesture, tone, inflection. Readings and exercises will explore ways in which playwrights create the three-dimensional, temporal behavior that constitutes the theatrical event. These exercises, combined with a study of dramatic structure, will lead to the writing of several drafts of a short play. (An introductory writing course, an introductory theatre course, or permission) (Mr. Sprigg)

[TH 221 Scenic Design II]

[TH 223 Lighting Design II]

[TH 226 Modern Drama]

[TH/EL 228 New Plays: Playwright and Director]

TH 302 Acting III: Scene and Monologue Study (Spring)
Designed primarily for those students who have had some experience on stage or have otherwise demonstrated a serious interest in performance. The skills introduced in Acting II are given intensive application to different kinds of dramatic texts, primarily realistic in nature. Attention will be given to developing physical and vocal resources and to the specific problems of each individual performer. (TH 102 and permission) (Ms. Faraone)

TH 306 Twentieth-Century Performance Aesthetics (Fall)
An intensive exploration of the evolution of form, structure, and content in theatre, dance, music, film, and the fine arts in the 20th century. Theorists and practitioners whose work will be explored include Artaud, Brecht, Grotwoski, Meredith Monk, Philip Glass, and such movements as Theatre of the Absurd. Special emphasis will be placed on the interrelationship of art forms and the formulation of performance aesthetics. Projects and papers required. (TH 116 and permission) (Ms. Faraone)

[TH 325 Costume Design and Figure Illustration II]

[TH 326 History of Western Drama]

[TH 402 Acting IV: Styles of Acting]

[TH 412 Special Topics: Ensemble Theatre and Self-Generated Work]

PRODUCTION STUDIOS

TH 210 Fall Production Studio: Acting/Directing (Fall)
The cast, stage manager, and assistant director work as part of a company interpreting, rehearsing, and performing the play. Those receiving credit can expect to rehearse four to six nights a week. Appropriate written work is required. Participation in the course is determined by auditions normally held during the term prior to the performance. Candidates for stage manager and assistant director should interview with the director of the production. (Permission required) **ART** (Mr. Romagnoli, Mr. Sprigg)

[TH 219 Fall Production Studio: Design/Production]

TH 220 Spring Production Studio: Acting/Directing (Spring)
The cast, stage manager, and assistant director work

as part of a company interpreting, rehearsing, and performing the play. Those receiving credit can expect to rehearse four to six nights a week. Appropriate written work is required. Participation in the course is determined by auditions normally held during the term prior to the performance. Candidates for stage manager and assistant director should interview with the director of the production. (Permission required) **ART** (Ms. Faraone, Staff)

[TH 229 Spring Production Studio: Design/Production]

[TH 429 Special Topics: Repertory Company]

DANCE COURSES

TH 160 Introductory Dance (Fall, Spring)
An entry-level dance course introducing movement techniques, improvisation/composition, performance, experiential anatomy, and history of 20th-century American modern dance. Flexibility, strength, coordination, rhythm, and vocabulary in the modern idiom are developed. Concepts of time, space, energy, and choreographic form are presented through improvisation and become the basis for a final choreographic project. Readings, research, and reflective and critical writing about dance performance round out the experience. **ART**
(fall: Ms. Campbell; spring: Ms. Olsen)

TH 161 Advanced Beginning Dance I (Fall, Spring)
TH 161 provides grounding in the craft of modern dance needed to proceed to more advanced levels. Modern dance movement techniques are strengthened to support an emerging individual vocabulary and facility with composition. Students regularly create and revise movement studies that focus on the basic elements of choreography and the relationship of music and dance. Readings, journals, and formal critiques of video and live performance contribute to the exploration of dance aesthetics and develop the critical expertise. (TH 160 or permission) **ART** (fall: Ms. Campbell; spring: Ms. Olsen)

TH 162 Advanced Beginning Dance II (Fall, Spring)
Continuation of TH 161. (By permission of instructor) (fall: Ms. Campbell; spring: Ms. Olsen)

[TH 215 Ecology and the Body]

TH 260 Intermediate Dance I (Fall)
Concentrated intermediate-level work in modern dance technique, choreography, and production. Improvisation supports the development of choreography with attention given to formal elements (motif and development, theme and variation, canon, chance structures, and the like) and progressively more sophisticated aspects of space, time, and energy. Creation and performance of original work are expected. Theoretical issues—questions and values of importance to the dancer/choreographer—are addressed through readings and writings. (TH 161) (Ms. Olsen)

TH 261 Intermediate Dance II (Spring)
Continuation of TH 260. (Ms. Campbell)

TH 276 Anatomy and Kinesiology (Spring)
An experiential study of skeletal structure, joint and muscle function, and body mechanics. A kinesthetic examination of specific joints and muscle groups in body weight transfer, developing awareness of habits, alignment, effort, energy consumption, and chronic tension. The course will emphasize human movement potential in the vertical position, aligned to gravity, through laboratory sessions and assigned readings. (Not open to first-year students) **ART** (Ms. Olsen)

[TH 279 Movement Intentionality for the Stage]

[TH 284 Dance History]

TH 360 Advanced Dance I (Fall)
Daily work in modern dance at an advanced level of technique and choreography. Challenging technical demands work toward refining the body as an articulate, expressive instrument. Improvisation continues to support choreography focusing on style, group forms, and more sophisticated use of music and theatrical elements. Substantial choreographing and performance of faculty and student work are expected. The emergence of a personal philosophy and dance aesthetic is encouraged and formally articulated in writing. (TH 260 and 261) (Ms. Olsen)

TH 361 Advanced Dance II (Spring)
Continuation of TH 360. (Ms. Campbell)

TH 380/381 Dance Company of Middlebury (Fall, Spring)
The dancers work with the artistic director and

guest choreographers as part of a dance company, learning, interpreting, rehearsing, and performing dances created for the company repertory. Those receiving credit can expect four to six rehearsals weekly. Appropriate written work, concert and film viewing, and attendance in department technique classes are required. Auditions for company members are held in the fall semester for the full year. One credit will be given for two terms of participation. Performances and tours are scheduled throughout the year. (Limited to sophomores through seniors, by audition) (Ms. Olsen)

[TH 400 Special Topics in Dance]

FILM/VIDEO COURSES

TH/AC 130 Film Form and Film Sense (Fall)
The purpose of this course is to improve our ability to look at, write about, talk about, and think about moving images, particularly film. The questions to be studied include: How does the film communicate meaning? What are the distinctive qualities of the medium? What is the nature of film authorship? The course will strive to establish a working vocabulary for the examination of the cinema and provide a background in the various approaches to the study of film. A range of classical and popular films will be screened. Readings and papers required. **ART** (Mr. Grindon)

[TH/AC 132 The American Horror Film]
Next offered in 1997-98. **ART USA**

TH/AC 134 American Film Genres (Spring)
The course will study the form and development of Hollywood film genres such as the western, the gangster film, the musical, and the romantic comedy, in order to determine what we can learn from these texts about ourselves and our culture. The conventions, archetypes, and common plots of various genres will be outlined and their meaning analyzed. The historical transformation of genres will be highlighted. Screenings, readings, and written reports. **ART USA** (Mr. Perry)

TH 135 Sight and Sound I (Spring)
The purpose of the course is to gain a theoretical and practical understanding of how moving images and sounds (film, video, television) communicate. Participants study texts on the theory of moving images, examine examples of this process, and then, using video equipment, actually produce and edit a number of short projects, which require that they learn the rudimentary techniques for organizing images and sounds in ways which convey information and express feelings. (Not open to seniors; admission to this course is limited. Please apply in the film/video program office at least 10 days before registration.) **ART** (Mr. Perry)

[TH/AC 231 Film History]
Next offered in 1996-97.

TH 232 Documentary: Art of Nonfiction Film (Fall)
Documentary film combines nonfiction with an aesthetic aspiration. This course will explore achievement in the documentary, raising issues about the influence of documentary upon political persuasion, historical memory, the status of film as evidence of its utility as a means of investigation. Questions will be posed, such as: Can documentary achieve a distinctive understanding of a phenomenon? How does nonfiction address/guide the relationship between sound, image, and subject? The course will offer a historical perspective, as well as study contemporary works, with the aim of preparing students to both understand and produce documentary films. (Mr. Grindon)

TH 233 Masterpieces of Cinema (Fall)
If cinema is to be considered an art form, then there must be films that justify this claim. In this course we will study a select group of such films and make the argument for them as works of art. Ford, Wyler, Scorsese, Dreyer, Antonioni, Fellini, Bergman, Kurosawa, Ozu, Bresson, Vertov, Rossellini, Brakhage, Eisenstein, Von Stroheim, Hitchcock, and Lean are among the directors whose films will be studied. Screenings, readings, and written reports. **ART** (Mr. Perry)

TH 235 Sight and Sound II (Fall)
Students choose between an exploration of independent documentary concerns; experimental video forms; or the writing, directing, and editing of longer narrative works. Emphasis will be placed upon thorough preproduction planning. The critical dialogue established in Sight and Sound I will be extended and augmented with readings and screenings of outstanding independently produced work. (TH 130, TH 135, and permission of instructor; admission is limited. Please apply in the film/video program office at least 10 days before registration for fall term.) (Ms. Ellis)

[TH/AC 236 Television in American Culture]
Next offered in 1997-98.

[TH 237 Japanese Cinema]
Next offered in 1998-99.

TH/AC 238 Film Noir (Spring)
A series of urban crime films and melodramas made in Hollywood between 1940 and 1960, but concentrated in the decade immediately after World War II, have been understood by critics to constitute the movement *film noir.* This course will study prominent films from this group and the critical literature they have elicited in order to understand the cultural sources, the stylistic attributes, the social significance, and the long-term influence attributed to *film noir.* **ART USA** (Mr. Grindon)

[TH/EL 239 The Cinema of Alfred Hitchcock]

TH/EL 240 Screenwriting Workshop I (CW) (Fall)
This creative writing course will explore the application of narrative craft to the filmmaking process. Key dramatic elements—character, setting, point of view, plot, and theme—will be discussed in light of the special characteristics of film as a narrative medium, so that students may exploit the filmic possibilities of their own scripts. Close study of selected screenplays and films. Students will develop a variety of shorter scripts, which will be shared in a workshop format. (Limited enrollment; admission is by permission. Please see instructor and/or English department secretary at least one week prior to registration.) **ART** (Mr. Mitchell)

TH 241/FR 334 French Cinema (Fall)
See French department listing for description. (Ms. Humbert)

[TH/GN 314 German Cinema]
Next offered in 1997-98.

[TH/AR 330 Film and Modernism in the Arts]
Next offered in 1998-99.

[TH/PA 331 Aesthetics: Philosophy and Film]

TH 332 John Ford (Spring)
This junior/senior seminar on the films of and the critical writings about John Ford, among the most celebrated filmmakers from the Hollywood studio era, particularly renowned for his westerns. Our study will explore the style, themes, and emotional address distinctive to Ford, considering the problems raised by Ford in his work and also the problems, such as racial and gender stereotypes, which critics have raised about the work itself. Films to be studied include *Stagecoach, The Grapes of Wrath, How Green Was My Valley, They Were Expendable, My Darling Clementine, The Quiet Man, The Searchers,* and *The Man Who Shot Liberty Valence.* Readings, screenings, essays. (Mr. Grindon)

[TH 333 History of Video]

[TH 334 Authorship in the Cinema]

TH/EL 341 Screenwriting Workshop II (Spring)
Building on the skills acquired in TH/EL 240, each student will attempt to write an original screenplay for a film of feature length. The various purposes of film treatments, character "backstories," synopses, sequence outlines, master scene scripts, and shooting scripts will all be explored. Class discussion will primarily focus on the critical evaluation of students' own scripts-in-progress, supplemented by text readings, screenings, and published screenplays. (TH 130, TH/EL 240 or TH/EL 218, or permission; limited enrollment. Students must pre-register with instructor or with English department secretary at least 10 days prior to registration.) **ART** (Mr. Mitchell)

[TH/EL 403 Seminar: Alfred Hitchcock]

WOMEN'S STUDIES

Participating Faculty: Julia Alvarez (English), Alicia Andreu (Spanish), Alison Byerly (English), Sandra Carletti (Italian), Carole Cavanaugh (Japanese), Susan Campbell (psychology), Nancy Coiner (English), Richard Cornwall (economics), Cheryl Faraone (theatre, dance, and film/video), Evelina Félicité-Maurice (Spanish), Tazim Kassam (religion), Bethany Ladimer (French), Tamar Mayer (geography), Margaret K. Nelson (sociology/anthropology, on leave academic year), Michael Newbury (American literature and civilization), Ellen Oxfeld (sociology/anthropology), Cassandra Potts (history),

Carol Rifelj (French), Paula Schwartz (French), Katherine Sonderegger (religion, on leave fall and winter), Regina Sweeney (history), Holly Allen (history), Becky Popenoe (sociology/anthropology)

Women's studies is an interdisciplinary major program that employs gender as a fundamental category of analysis. Students will develop interconnections among the fundamental questions raised by the scholarship on women through a selection of courses offered throughout the curriculum. A major in women's studies examines the intersections of race, class, ethnicity, and culture in the constructions and meanings of gender. Course work also emphasizes the contributions made by women to society and culture, literature and the arts, and history, and seeks to understand the experience and cultural production of women in a variety of social and historical contexts. A critical awareness of methodology (in the organization of knowledge and the frameworks for analysis) is important within each course in the major and throughout the body of the student's work.

Requirements for a Women's Studies Major: The major consists of a solid grounding in the theories and methods of women's studies at the introductory level, advanced work in at least two different divisions of the College, specialized expertise within a traditional discipline (the field requirement), an interdisciplinary junior seminar, and a senior project. The minimum requirement for the major is 10 courses.

A. Two Introductory-Level Courses in Women's Studies: Students must take these courses in two different divisions. They may be chosen from among the list of courses indicated below under introductory courses offered in departments. (Appropriate first-year student seminars may be substituted for an introductory course with the permission of the program director.)

B. Six to Eight 200- to 500-Level Courses in Women's Studies and a Discipline: Students will satisfy three criteria here:

1. Division Requirement: Four upper-level courses designated as women's studies courses, in at least two different divisions. These courses may be taken from among the list of courses indicated below under advanced courses offered in departments.

2. Field Requirement: Students will design a cluster of four related courses in a special field of interest. At least one of these courses must be a designated women's studies course. The field may be chosen from the offerings of a single department or discipline but, upon approval of the program director, may be composed of four clearly related courses from several departments. It is recommended that students take a methods course in the field discipline. No more than two of the courses that fulfill the field requirement may also fulfill the division requirement.

3. Non-Western Requirement: At least one non-Western course. This must be satisfied by a course in the field discipline or by a designated women's studies course.

C. WS 400: An interdisciplinary seminar in women's studies, preferably taken during the student's junior year.

D. Senior Work: Students are required to complete a one-semester senior essay (WS 700) or a two-semester senior thesis (WS 710) applying the methods learned in the field course work and in WS 400. A thesis adviser may be selected from among any of the program faculty. Students engaged in senior work will meet with their advisers periodically during the semester.

Honors: To qualify for honors a major must have at least a B+ average in all courses taken in the women's studies program and the field requirements. The degree of honors will be based on senior work. (Normally, a student must write a thesis to qualify for honors.) Honors: Thesis grade of B+; High Honors: Thesis grade of A-; Highest Honors: Thesis grade of A.

Minor in Women's Studies: The women's studies minor will consist of six courses, as follows:

A. Two introductory courses in women's studies from among EL 114, SA 191, or appropriate first-year student seminars, with the approval of the program director

B. Three upper-level courses, at the 200 to 400 level

C. WS 400

COURSES OFFERED IN DEPARTMENTS

* *These courses offered this year. Please note that the list is subject to periodic revision. For a complete description of the courses listed below and relevant departmental requirements, see listings under the appropriate departments.*

Introductory Courses

*EL 114 Reading Women's Writing
FR 120 Women Writers in France
*SA 191 Introduction to Women's Studies in the Social Sciences
Appropriate First-Year Student Seminars

Advanced Courses

AL 260 Nineteenth-Century American Women's Writing
EC 385 Socioeconomic Inequality
EL 351 Junior Seminar: Virginia Woolf and Literary History
EL/AL 402 Seminar: H.L. Mencken as Literary and Cultural Critic
EL 405 The Brontës
FR 120 Women Writers in France
*FR 362 Women and the Novel of the Ancien Régime
FR 705 Senior Seminar in Literature: The Love and Marriage Plot in French Women's Writing (in French)
GG 410 Seminar in Geography of Development: Women and Development
GG 412 Seminar in Urban Geography: Women in the City
GN 373 Contemporary Women's Writing
HI 373 History of American Women
HI 402 Readings in the History of European Women
IT 292 Contemporary Italian Women Writers (in translation)
JA 350 Women Writers in Japan (in translation)
PA 221 Gender and the History of Philosophy
*PA 234 Philosophy and Feminism
PA 235 Feminist Theory
PY 205 Psychology of Gender
*PY 420 Psychology of Women and Gender
*RE 290 Women's Religious Life and Thought
*RE 350 Seminar in Islam (Women in Islam)
SA 390 Sociology of Women
SA 304 Women, Culture, and Society
SP 374 Spanish Women Writers
*SP 476 Caribbean Women Writers (in Spanish)
SP 481 Spanish Women Writers: Expanding the Canon (in Spanish)
*TH 206 Contemporary Women Playwrights
TH 336 Women and Film

WOMEN'S STUDIES PROGRAM COURSES

WS 400 Women and Gender: Interdisciplinary Perspectives (Spring)
Open to students who have completed two introductory courses in women's studies, this seminar is designed to prepare majors in the women's studies program for senior work. This class will explore how the category of gender shapes academic scholarship across the disciplines and informs public debates over women's issues. In order to clarify conceptual tools and research goals in women's studies, we will read works that employ various methodologies and think about women's experience in a number of areas: language; sexuality; psychology, and emotional life; family, work, and achievement; reform and politics. (Staff)

WS 500 Independent Study (Fall, Spring)
(Staff)

WS 700 Senior Essay (Fall, Spring)
(Staff)

WS 710 Senior Thesis (Fall, Spring)
(Staff)

GRADUATE PROGRAMS

MASTER OF SCIENCE

Middlebury College offers graduate credit for course work during the regular academic year for the Master of Science degree program in the department of biology. Inquiries about this program should be addressed to: Coordinator of the M.S. Program, Department of Biology. Graduate students may be enrolled only upon recommendation of the department in consultation with the vice president for academic affairs. The following courses are offered for graduate credit:

Biology: All biology courses numbered 300 or above

Chemistry: CH 322, CH 353, and CH 425

Mathematics: Courses numbered 300 or above

Requests for other courses numbered 300 and above outside the department of biology will be considered for credit in the context of the program proposed by the student in consultation with his/her adviser.

Candidacy for the Master of Science degree is subject to the following general regulations:

1. The candidate must hold a baccalaureate degree from Middlebury College or from a comparable institution and must have completed an undergraduate course of study sufficient for effective graduate work.

2. The candidate must satisfy Middlebury College of his or her fitness to undertake graduate study.

3. The candidate must be a student in residence at Middlebury College for at least one academic year.

4. In order to be granted the degree, the candidate must successfully complete graduate work

equivalent to nine courses. At least three of these must be research credits.

5. Graduate work done at other institutions may be transferred for credit toward a Middlebury degree subject to the condition that at least six of the required course equivalents for graduation must be completed at Middlebury College.

6. Graduate work in cognate fields may, upon approval of the major department, be counted toward the degree, subject to the limitation that at least six of the nine required course equivalents must be in the department in which the degree is granted.

7. All work to be credited toward the degree must be completed with a grade of B or above.

8. Participation in laboratory teaching and preparation is a degree requirement.

9. All work credited toward the degree must have been completed during the five-year period immediately preceding the granting of the degree.

Candidacy for the Master of Science degree is subject also to such further regulations as Middlebury College may establish.

Tuition for graduate study is billed at the same per-course fee charged to undergraduate special students. Limited support, including waiver of some fees, is available through teaching fellowships.

BREAD LOAF PROGRAMS

Bread Loaf School of English

Since 1920 the Bread Loaf School of English has held six-week summer sessions, offering graduate courses in the study of literature, literary theory, creative writing, the teaching of writing, and theatre. The Bread Loaf faculty is drawn from outstanding colleges and universities in the United States and the United Kingdom. Students may elect to attend the school as nondegree students in continuing graduate education, or they may follow a full program of studies leading to the M.A. or M.Litt. degree. Exceptionally able undergraduates who have completed three years toward their bachelor's degree may apply for admission. The central location for these programs of study is the home campus outside Middlebury in the Green Mountains of Vermont. Students may also attend the Bread Loaf campus at Lincoln College, Oxford, which offers a similar curriculum, augmented by opportunities for frequent trips to dramatic productions in London and Stratford, or the third and most recent site, the Native American Preparatory School in Rowe, New Mexico, where students take courses similar to those offered in Vermont, but with an appropriate emphasis upon American literature. Admission is on the basis of college transcripts, three letters of recommendation, and a writing sample. Requests for a copy of the bulletin or further information should be addressed to the Bread Loaf School of English, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

Bread Loaf Writers' Conference

The Bread Loaf Writers' Conference is held at the Bread Loaf campus in the middle of August. This conference offers lectures, discussions, workshops, and private consultations in fiction, nonfiction, and poetry. Some of the leading writers in the country assemble to take part in the teaching and consulting activities. Full information is provided in the special bulletin, published each year in January. Inquiries should be addressed to: Secretary of the Bread Loaf Writers' Conference, Adirondack House, Middlebury College, Middlebury, VT 05753.

THE LANGUAGE SCHOOLS

The Summer Session

The Middlebury College Language Schools offer programs at several levels that enrich and supplement the undergraduate curriculum of Middlebury College.

During the summer, courses for undergraduate credit on the Vermont campus provide intensive language instruction in Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish. Summer graduate courses leading to the Master of Arts degree and the Doctor of Modern Languages degree are offered by the French, German, Italian, Russian, and Spanish Schools.

The Language Schools emphasize both spoken and written language skills and stress the importance of integrating cultural understanding with the study of language. At the advanced and graduate levels, courses in literature, civilization, linguistics, social sciences, art history, and foreign language pedagogy are integral parts of the Language Schools curriculum.

Students may apply to the Language Schools for a single summer at any level. Admission to the Language Schools is completely separate from admission as an undergraduate to Middlebury College. Students are placed in courses most appropriate to their linguistic proficiency as determined by placement tests taken prior to registration, and some prospective graduate students may be required to take one or more courses at the advanced undergraduate level before beginning a full load of graduate work.

The Language Pledge, a formal commitment to speak the language of study as the only means of communication for the entire session, is required of all summer language students. It helps them focus their energies on the acquisition of language skills, and internalize the patterns of communication and the cultural perspective associated with the target language. Students who are beginning their study of a language take a modified and progressively more rigorous pledge. The Language Pledge plays a major role in the success of the program, both as a symbol of commitment and as an essential part of the language learning process.

Complete information about the Language Schools curriculum and degree requirements is provided in the Middlebury College Language Schools viewbook. To receive further information and application materials, direct your request to: Language Schools, Sunderland Language Center, Middlebury College, Middlebury, VT 05753. You may also inquire via electronic mail addressed to languages@middlebury.edu, or visit our Web site at http://www.middlebury.edu/~ls. When communicating with the Language Schools, please specify the language in which you are most interested.

The Middlebury Schools Abroad

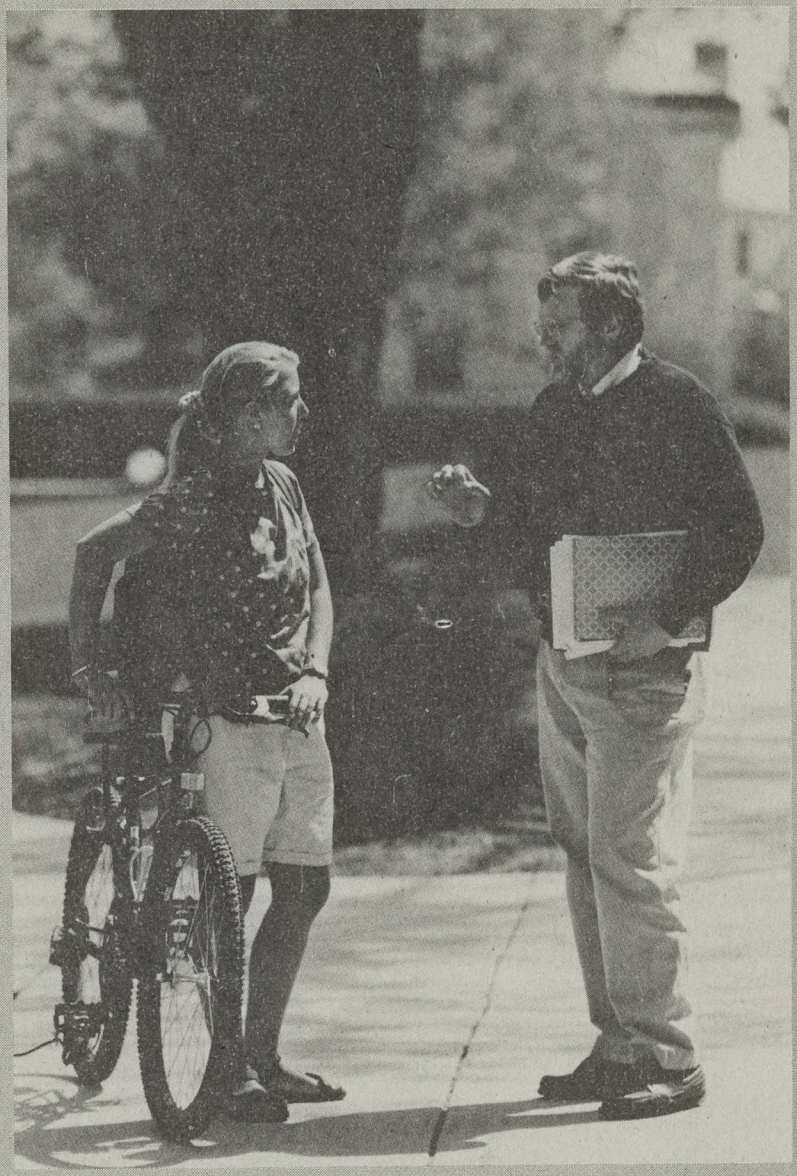
The Language Schools operate five schools abroad during the academic year. The Middlebury Schools in France, Germany, Italy, Russia, and Spain offer graduate and junior year programs to qualified students from Middlebury and other institutions of higher education. Each school abroad is supervised by a resident director appointed by the College to oversee all aspects of the program and to assist students in adjusting to life in Florence, Madrid, Mainz, Moscow, or Paris. Courses are taught by professors and distinguished critics and scholars, either at local universities or in classes and special seminars organized by Middlebury College. It is expected that all students will maintain the spirit of the summer language pledge and function as much as possible in the language of their host country while they are abroad.

The M.A. and D.M.L. Degrees

Middlebury's Master of Arts in French, German, Italian, Russian, or Spanish is designed to be completed either during a series of summer sessions on the Vermont campus, or by combining summer study with an academic year abroad.

In addition to the Master of Arts, the Language Schools also offer the advanced degree of Doctor of Modern Languages (D.M.L.). The D.M.L. degree, established in 1927, is unique to Middlebury College and differs from the more traditional Ph.D. in several important respects. The purpose of the D.M.L. is to prepare teacher-scholars in two modern foreign languages (selected from French, German, Italian, Russian, and Spanish), providing them with the skills and resources that will help them develop as teachers of language, literature, and culture. Middlebury's intent, in designing the D.M.L. program, was to provide an alternative to the Ph.D. that would retain the traditional focus on depth in literary research while meeting the special needs of language teachers for competence in the areas of language pedagogy and cultural studies. The D.M.L. curriculum incorporates pedagogical and cultural elements and is sufficiently flexible to accommodate the professional commitments of in-service teachers.

A detailed description of the requirements for the D.M.L. degree is available from the office of the dean of the Language Schools.



SECTION III
GENERAL INFORMATION

STUDENT FINANCES

The Comptroller's Office is responsible for billing students, collecting payments, and answering questions about accounts. Information on the office's policies and procedures is available in the following pages and by calling the extensions listed in the "Services" section below.

Several fees for 1996-97 had not been set at the time the catalog went to press. To indicate a range for these fees, the 1995-96 fees are listed below. Information on these fees for 1996-97 may be obtained by calling the Comptroller's Office at (802) 388-3711, ext. 5366 [and after September 1, 1996, (802)443-5366].

BILLED FEES

Comprehensive Fee

The annual comprehensive fee at Middlebury for 1996-97 is $28,240. This fee includes tuition, room in campus housing, full board in campus dining halls, and fees for certain campus services, such as the health center, that are provided to all students. The comprehensive fee covers fall, winter, and spring terms.

The student activities fee, for 1995-96 $180, supports the extracurricular activities open to all students that are sponsored by student-run organizations officially recognized by the Office of Student Activities. A portion of the activities fee also supports the programs of the residential Commons System to which all students belong.

Entering students are asked to designate a financial contact for the duration of their studies at Middlebury. For most students, this will be their parents or other relatives who serve as their guardians. The College bills students and their financially responsible parties for the comprehensive fee and student activities fee twice a year. The first bill (for 1996-97: $14,120 plus half of the student activities fee) for half of the fees is mailed on July 15 and is due August 15. The second is mailed on December 15 and is due January 15. The comprehensive fee appears on bills as a single charge. There is no itemization of tuition, room, or board.

Students who have received permission from the dean of students to live or eat off campus are entitled to room and board credits of $770 and $875 per term, respectively. The dean of students may also permit students who are absent from College dining halls for two or more consecutive weeks to receive a partial board credit of $50 per week up to a maximum of $450 per term. These credits appear on the comprehensive fee bills and reduce the net billed amount owed.

Comprehensive fee bills also reflect credits for those portions of a student's financial aid offer (College Grant, College Loan, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan, Federal Direct Loan) that have been finalized before the billing date. Please see the separate "Financial Aid" section of this catalog for further information on Middlebury's financial aid policies and procedures.

The net billed amount owed (after room and board credits and financial aid credits are applied toward the comprehensive fee as described in the preceding paragraphs) is due in full by the stated due date. Late fees or interest penalties may be assessed for bills not paid in full by the stated due date. The College does not offer installment payment plans directly. However, yearly and extended payment plans are available to Middlebury students and their families through Knight College Resource Group or Academic Management Services (AMS), two outside agencies that administer these plans for the College. Information on these plans is mailed to each student's parents or guardians in the spring for the following year. Second semester plans are available for students entering or returning in spring term. Full year plans normally begin on June 1 and second semester plans on November 1. Please call Knight (800/225-6783), AMS (800/556-6684), or Student Accounts (ext. 5374) for additional information.

Students enrolled for either fall or spring term only, including first-year or transfer students entering in February, are billed one-half of the annual comprehensive fee. There is no reduction in the comprehensive fee for students enrolled for fall or spring term who are not enrolled for winter term. Students enrolled for both fall and spring terms who eat in College dining halls both of those terms and who study off campus for two weeks or more during winter term may apply for a board rebate of $50 per week for the time away. This rebate will appear as a credit on the spring term comprehensive fee bill.

Students attending the Center for Northern Studies in Wolcott, Vermont, are billed the standard Middlebury comprehensive fee applicable to the terms they are in residence at the Center. Students are not billed for the student activities fee while in residence at Wolcott.

The College offers each student Sickness Insurance coverage. The annual premium for this coverage for 1995-96 was $245. A brochure describ-

ing this coverage is mailed in July. If a student is adequately covered by an existing family health insurance policy, the parents or guardians may choose not to purchase the College's Sickness Insurance coverage. The campus health center services are available to all students even if their parents or guardians do not purchase the College Sickness Insurance. Second semester Sickness Insurance is available for students entering or returning in spring term. Accident Insurance coverage is provided in the comprehensive fee for all enrolled students at no additional charge. Middlebury students who are on leave studying at another college or university in the United States are not eligible for the College's Sickness or Accident Insurance. These students should apply for insurance coverage to the school they are attending. The College Sickness and Accident Insurance are administered by Walter W. Sussenguth & Associates through Boston Mutual Life Insurance Co. Please call (800) 669-2668 ext. 445 or ext. 451 for coverage or claim information.

Special Students

The comprehensive fee applies to a course load of three, four, or five courses for a fall or spring term. Students who wish to register for only one or two courses for a fall or spring term may do so with permission from the Administration Committee. These students are designated as special students and are normally expected to live and eat off campus. Special students were billed in 1995-96 at the per course rate of $2,635. This same per course rate applies to graduate students in the sciences and to students participating in the ninth semester teacher education program.

In cases with special circumstances, the Administration Committee may grant permission for special students to live and eat on campus. These students are billed the customary comprehensive fee for the term less the per course rate for one course, as that is the only distinction between these students and those taking three courses during the term.

Study Abroad

The College maintains five Middlebury Schools Abroad for the study of French in Paris, German in Mainz, Italian in Florence, Russian in Moscow, and Spanish in Madrid, to which undergraduates may apply through the Language Schools Administration Office on campus. The College bills students participating in the Paris, Mainz, Florence, and Madrid programs for tuition only. For 1996-97, tuition for these programs is $5,420 for one semester and $10,610 for a full year. Students do not pay room and board directly to Middlebury for these programs, with the exception of German room rent for students who choose to live in university dormitories in Mainz. Further information on living and eating options for these programs is available from the Language Schools Office on campus. For the program in Moscow, the College bills a modified comprehensive fee that includes tuition, room, excursions, and round trip airfare between New York City and Moscow. For 1996-97, this fee is $11,075 for one semester and $16,480 for a full year.

Financial aid credits are applied toward Middlebury Schools Abroad tuition bills in a manner similar to that described previously under "Comprehensive Fee." Payment plans administered by the College's outside agencies, Knight and AMS, are also available for Middlebury Schools Abroad tuition as described under "Comprehensive Fee." The College mails fall term, spring term, and full year Schools Abroad bills on August 1. The net billed amount owed (after financial aid credits) is due in full on September 1.

Students studying abroad for academic credit in a non-Middlebury sponsored program approved by the Off-Campus Study Committee are billed a study abroad fee. For 1995-96, this fee was $450 for one semester and $550 for a full year. Students participating in the Associated Kyoto Program (AKP) in Japan administered by Wesleyan University, in the American Collegiate Consortium (ACC) in Russia or the Commonwealth of Independent States, or in the University of Nottingham exchange in England are billed the standard Middlebury comprehensive fee applicable to the terms they are enrolled in AKP, ACC, or Nottingham. The study abroad fee, AKP, ACC, and Nottingham billing and due dates are the same as those for the comprehensive fee described previously.

Sickness and Accident Insurance coverage is offered to students studying abroad with the Middlebury Schools Abroad or approved non-Middlebury sponsored programs by Walter W. Sussenguth & Associates through Boston Mutual Life Insurance Co. The premium for this coverage for 1995-96 was $275. A brochure containing an application form for this coverage is distributed to each student accepted for study abroad. These brochures are also available in the Language Schools Administration Office, the Office of the Dean of Advising and Off-Campus Study, and the Comptroller's Office. Premiums are to be paid directly to the insurance agent at the address in the

brochure, not to the College. Please call (800) 669-2668 ext. 445 or ext. 451 for coverage or claim information.

Other Academic Fees and Expenses

An administrative fee of $100 is billed to students for each 555 course approved by the Administration Committee.

A fee of $150 is billed to students who repeat the General Examination or resubmit a thesis while not enrolled at the College.

Students taking lessons in practical or applied music are billed the standard fee for private instruction.

In budgeting for a year's expenses at Middlebury, students and their parents or guardians should also consider the additional personal expenses students normally incur, which are not billed directly by the College. The Office of Financial Aid estimates that for 1995-96, the average student's expenses for books, supplies, and other personal items amounted to $1,540. Travel costs during the year between a student's home and Middlebury must also be taken into consideration beyond this estimate.

Enrollment Deposits

Entering first-year or transfer students pay a $200 enrollment deposit at the time they accept the Admissions Office's offer of admission to the College. This deposit is applied as a credit to the comprehensive fee bill for the first term the student attends Middlebury. The deposit is not refundable.

Returning students' financially responsible parties are mailed a reenrollment deposit statement on March 1. The College needs to receive a $200 reenrollment deposit by April 1 to reserve a place on the roster if a student intends to return to Middlebury the following fall term. This deposit will be applied as a credit to the comprehensive fee bill mailed in July for the fall term. Students may be delayed from drawing a room in April for the following year or registering for courses in May for the following fall term if the College has not received the $200 reenrollment deposit. This deposit is refundable through June 15 if a student sends notification in writing to the Dean of Students Office of his or her intention not to return to Middlebury for the following fall term. The reenrollment deposit is forfeited after June 15 if a student subsequently does not enroll at the College. No reenrollment deposit is required if the student will not be returning to Middlebury until winter or spring term.

Summer Programs

Middlebury offers three summer programs of study to which undergraduates enrolled during the regular College year may apply by contacting the appropriate summer program offices on campus. Admission to a summer program is separate from admission to Middlebury College as an undergraduate. Please contact the offices of the Language Schools, the Bread Loaf School of English, or the Bread Loaf Writers' Conference for detailed information on their programs' application procedures. Fees for summer 1996 are summarized below:

	Tuition	*Room*	*Board*	*Total*
Language Schools				
9-week session	$3,710	$540	$1,365	$5,615
(Arabic, Chinese, Japanese, Russian)				
7-week session	$2,780	$420	$1,060	$4,260
(French, German, Italian, Spanish)				
6-week session	$2,780	$390	$1,000	$4,170
(French, German, Italian, Russian, Spanish)				
Bread Loaf School of English				
Bread Loaf, Vermont	$2,780	$390	$1,000	$4,170
Santa Fe, New Mexico	$2,780	$1,850*		$4,630
Oxford, England	$4,725**			$4,725
Bread Loaf Writers' Conference				
Contributor	$1,040	$560*		$1,600
Auditor	$975	$560*		$1,535

*room, board **tuition, room, board

Financial aid credits are applied toward summer program bills in a manner similar to that described previously under "Comprehensive Fee." The College mails summer session bills on May 1 for the Language Schools and the Bread Loaf School of English, and on July 1 for the Bread Loaf Writers' Conference. The net billed amount owed (after financial aid credits) is due in full before the first day students are scheduled to arrive to begin their particular session. Due to the brief period of time the summer programs are in session, no payment plans are available through the College or its outside agencies, Knight and AMS.

MISCELLANEOUS CHARGE ACCOUNTS

Each student has a miscellaneous charge account used to bill long distance telephone calls, College Store and campus snack bar ID card charges, other departmental fees and fines, and dorm damage charges. Students receive a bill at the beginning of each month for the activity on their accounts through the end of the previous month. The balance is due in full each month when the bill is received. The Cashier's Office will assess a $10 fine if a check accepted in payment of a miscellaneous charge account is subsequently returned by the bank for insufficient funds.

Overdue balances may delay students from receiving copies of transcripts, registering for courses in November or May for the following term, or from drawing a room in April for the following year. If a student's miscellaneous charge account balance becomes 60 days or more past due, the student's long distance telephone and ID card charge privileges are suspended. A notice advising the student's parents or guardians is also sent at this time. Charge privileges are reactivated by the end of the business day on Friday for previous overdue accounts that are paid current by noon on Thursday. Students may still make local and toll free calls, receive all incoming calls, and eat in campus dining halls while their long distance telephone and ID card charge privileges are suspended. A student, parent, or guardian may request at any time that a student's long distance telephone and ID card charge privileges be suspended indefinitely by submitting this request in writing to the Comptroller's Office.

Questions about miscellaneous charge accounts should be directed to the Cashier's Office (ext. 5375). Students who wish to contest charges they believe are in error should also request the department where the charge originated to reverse the charge. Please direct dorm damage charge appeals to the residential life staff in the Dean of Students Office (ext. 5386).

REFUNDS

Credit Refunds

Occasionally, a combination of payments, financial aid credits, or room and board rebate credits create a net credit balance on a comprehensive fee account. The Comptroller's Office normally leaves the credit balance on account to be applied toward the next term's charges for the student. Parents or guardians may also request that a refund check for the credit balance be issued to them as the financially responsible party. If parents or guardians wish to have the refund check issued directly to the student or to have the credit balance applied to the student's miscellaneous charge account, the Comptroller's Office needs to receive these instructions in writing from the financially responsible party.

Withdrawal Refunds

In cases of dismissal from the College, no refund of the comprehensive fee is made. In other cases of absence or withdrawal from the College for medical reasons or serious emergencies, fees are refunded according to the schedule below. In all cases, the $200 enrollment deposit is forfeited.

If the withdrawal occurs:

- before the first week of the term, Middlebury refunds 100% of comprehensive fee
- during the first week of the term, Middlebury refunds 80% of comprehensive fee
- during the second week of the term, Middlebury refunds 60% of comprehensive fee
- during the third week of the term, Middlebury refunds 40% of comprehensive fee
- during the fourth week of the term, Middlebury refunds 20% of comprehensive fee
- after the fourth week of the term, Middlebury refunds $50 per week board credit only

The Comptroller's Office will remit approved refunds by check to the party financially responsible for the student's account. To the extent any authorized refund represents in whole or in part the proceeds of any federal financial aid (Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan, Federal Direct Loan), the amount of the refund to be returned to each of these programs, as well as to the financially responsible party, is based on the applicable federal refund formula as required by law. The applicable portions of such refunds are returned directly to the sources from which the funds were originally received: the federal government or the financially responsible party.

The College offers optional tuition refund insurance through the Tuition Refund Plan administered by A.W.G. Dewar. The annual premium for this coverage for 1995-96 was $244. A brochure and application form for this insurance are enclosed

with the comprehensive fee bills mailed in July. Second semester tuition refund insurance is available for students entering or returning in spring term. Premiums are to be paid directly to Dewar, not to the College. Please contact Dewar (617/380-8770) or the Comptroller's Office for further information.

RIGHTS AND RESPONSIBILITIES

The College reserves the right to change, if necessary, any charges or fees quoted in this publication.

The College assumes no responsibility for loss of student property through fire, theft, or disappearance.

The College issues an academic transcript of record on request to students wishing to transfer or to receive a statement of their course credits for any other purpose. The first transcript copy is provided free of charge. A fee of $5 is charged for each subsequent copy provided. No fee is charged for transcripts submitted to any branch of the military. The Dean of Students Office will not release a transcript for any student who owes past due charges to the College until satisfactory arrangements have been made with the Comptroller's Office. Students may not receive final grades nor expect honorable dismissal from the College upon completion of their studies until all financial accounts are settled.

Students who wish to be eligible to register for courses in November or May for the following term or to draw a room in April for the following year need to ensure that all of their financial accounts are current. Any past due charges on a comprehensive fee, Middlebury Schools Abroad, or miscellaneous charge account need to be settled in full. For room draw in April and registration in May, the College also needs to have received the $200 enrollment deposit indicating the student's intent to return to Middlebury the following fall term. Students who have dean's loans from the Dean of Students Office or computer loans as part of their participation in the computer sales program also need to ensure that their loan payments are current.

Students assume full ultimate responsibility for payment of their comprehensive fee accounts, miscellaneous charge accounts, and any other fees charged as described in this section of this catalog. Should the College have to refer any delinquent account balance to a collection agency once a student is no longer enrolled at the College, the student will then also become liable for any additional collection agency or legal fees incurred by the College to collect the delinquent account.

SERVICES

The Comptroller's Office, located on the second floor of the Service Building, is open Monday through Friday from 8:15 a.m. to 5:00 p.m. to accept payments on students' accounts and to answer questions on billing, fees, account balances, refunds, and payment plans. With proper identification (student ID card), the Cashier's Office, located at the front of the Comptroller's Office, will also cash traveler's checks and checks from parents or guardians made payable to the student. Students should cash their own personal checks at the local bank where the account is maintained. With proper identification (student ID card), students may cash accounts payable or student payroll checks issued by the College at the local banks where the College maintains the accounts on which the checks are drawn. It is not possible to cash College-issued checks at the Cashier's Office.

Please call the following extensions to speak with College staff in the Comptroller's Office who are responsible for student-related accounting services at Middlebury:

Cashier/Assistant Cashier ext. 5375 or 5093
(miscellaneous charge accounts, dean's loan accounts)

Student Accounts Administrator ext. 5374
(comprehensive fee, summer program and Middlebury Schools Abroad accounts)

Assistant Comptroller ext. 5682

Comptroller's Office ext. 5366
(general number)

FINANCIAL AID

The aim of the College's financial aid program is to enable qualified students to attend Middlebury regardless of the family's financial resources. Using information from parents' tax returns and other explanatory materials the family may submit, the Office of Financial Aid staff arrive at a determination of a student's need. Middlebury is committed to meeting the assessed need of all admitted students to the full extent that resources permit. Students should not hesitate to apply for aid. Students apply for financial aid for each year they attend Middlebury. Generally speaking, eligible undergraduate students may receive aid for four years (or the equivalent) at Middlebury College, one of the Middlebury Schools Abroad, or certain other Middlebury-approved programs.

In addition to the substantial grant funds generated by the College's endowments and alumni gifts, Middlebury has funds available from the Federal Perkins Loan, Federal Work-Study, and Federal Supplemental Educational Opportunity Grant programs. Eligibility for these funds is determined by the Office of Financial Aid in accordance with federal regulations. All students are expected, as a matter of routine, to apply for the Federal Pell Grant and to their state grant program if they expect to be considered for grant assistance from Middlebury. Another source of financial aid, the Federal Direct Student Loan (offered in place of the Stafford Loan), is processed by the Office of Financial Aid. Aid packages are typically a combination of grants, loans, and work.

In addition to what is expected from a student's parents, the College assumes students will take on responsibility for their education in two distinct, complementary ways. First, each student is asked to contribute from his or her personal savings, summer earnings, and any other personal resources at his or her disposal. The minimum student income contribution for 1996-97 is $1,100 for first-year students and $1,450 for all other students. Second, a student must also meet a self-help requirement during the academic year.

The self-help requirement generally is met through a combination of loan and employment during the academic year. The staff in the Office of Financial Aid can advise students about options that range from earning more than the usual student income contribution to an on-campus job to borrowing to meet the full self-help requirement. While Middlebury's resources are not unlimited, the College makes every reasonable effort to see that jobs are available for students who wish to work during the academic year. For those few with demonstrated need who may not borrow under the federal loan programs, a limited amount of College loan funds is available to assist them.

College grants and scholarships are credited as the funds are certified as available (Pell) or the check arrives from the state aid agency. Students are reminded that the College will not replace any federal or state grants that are not received due to a student's failure to apply.

More detailed information about financial aid is available in the prospectus, which can be requested from the Admissions Office. It presents facts and figures about students receiving aid at Middlebury and outlines the application procedures. Any additional questions concerning financial aid should be addressed to the Office of Financial Aid, The Emma Willard House.

ENDOWED FUNDS FOR STUDENTS AND FACULTY

For many years alumni and friends of Middlebury College have been contributing funds to increase the pool of financial aid available to students and to augment the funds that provide teaching resources. Aid to students takes the forms of scholarships, awards, prizes, and loans. All named, endowed, and expendable scholarships are awarded through the Financial Aid Office on the basis of financial need; students must be eligible to receive financial aid to be considered for the awards. Students may compete in various ways for a number of prizes and awards also donated to the College. Faculty support takes the forms of endowed professorships, lectureships, and research grant funds. If you are interested in establishing such a fund, please contact the director of development. The Development Office publishes "Endowed Funds of Middlebury College," an explanatory listing of the funds along with additional information about gifts and bequests for this purpose.

Named and Endowed Scholarships

Harold E. Adams Scholarship Fund

Betty Jean Aitchison '45 Scholarship Fund

George I. Alden Trust Scholarship Fund

Cecile Child Allen Student Aid Fund

Alpha Chi Scholarship Fund for Women

Borden E. Avery '39 and Louise Roberts Avery '39 Fund

William N. Badgley '61 Memorial Scholarship Fund

Cornelia W. Bailey Fund

John C. Baldwin Legacy Fund

Baltic Scholarship Loan Fund

Frieda Derdeyn Bambas Scholarship

Cesare Barbieri Endowment Fund

Ludwig C. Baumann '53 Memorial Scholarship Fund

Horace P. Beck Scholarship in American Studies

Beckwith Scholarship Fund

Carmella J. Belmont Scholarship Fund

Lorenzo P. Belmont Scholarship Fund

Loretta R. Godfrey-Belmont Scholarship Fund

Lea Z. Binand Scholarship Fund

Harriet B. Blakeman '14 Scholarship Fund

Edward L. Bond, Jr., Memorial Scholarship Fund

Borgia Scholarship Fund

Howard Born German Scholarship Fund

Boston Middlebury Alumni Association Scholarship

Ezra Brainerd Scholarship

Charles D. Brakeley Scholarship Fund

Bread Loaf Writers' Conference Endowment Fund

Margaret T. Bridgman Memorial Fund

Elbert S. and Anna H. Brigham Scholarship Fund

Walter E. Brooker '37 and Barbara Carrick Brooker '40 Scholarship Fund

Jane Tinkham Broughton Fellowship Fund

Elisabeth E. Brown '42 Scholarship Fund

Russell D. Brown '29 Memorial Scholarship Fund

Gladys M. Caldwell '28 Scholarship Fund

Canadian Honors Scholarship Fund

Pierina and Salvatore J. Castiglione Scholarship Fund

Juan A. Centeno Memorial Fund

Charitable Society Fund

Ta-Tuan Ch'en Scholarship Fund

Stella Christie Scholarship Fund

Class of 1918 Scholarship Fund

Class of 1927 Scholarship Fund

Class of 1930 Scholarship Fund

Class of 1936 100th Reunion Scholarship

Class of 1937 Scholarship Fund

Class of 1947 Memorial Scholarship Fund

Class of 1948 Scholarship Fund

Class of 1949 Scholarship Fund

Class of 1950 Scholarship Fund

Class of 1951 Scholarship Fund

Class of 1952 Scholarship Fund

Class of 1953 Scholarship Fund

Class of 1955 Scholarship Fund

Class of 1956 Scholarship Fund

Class of 1963 Scholarship Fund

Class of 1967 Scholarship Fund

Class of 1982 Scholarship Fund

ENDOWED FUNDS

Class of 1983 Scholarship Fund

Chester H. Clemens '33 and Eleanor B. Clemens '32 Fund

Winifred Coffin and Beatrice Taft Scholarship Fund

Almy D. Coggeshall '40 Scholarship Fund

Colby Fund

Jesse Connor Scholarship Fund

Louise Hasbrouk Connor Scholarship Fund

Reginald and Juanita Cook Scholarship Fund

Reginald L. Cook '24 Memorial Scholarship Fund

Edward Cooperstein '46 Scholarship Fund

Kay Corrigan Scholarship Fund

Ruth C. Cowles '24 Scholarship Fund

Annie L. Cox Scholarship

George C. Dade '15 Memorial Scholarship Fund

Charles A. Dana Scholarship Fund

John F. Darrow '37 Memorial Scholarship Fund

Sam P. Davis '21 Fund

Wilfred E. Davison Scholarship Fund

Clifford T. Day Undergraduate Scholarship Fund

Pauline Feicht Decker Memorial Scholarship Fund

Alcide De Gasperi Scholarship Fund

Ralph L. DeGroff '25 Scholarship Fund

Dr. Ralph B. DeLano Scholarship Fund

Delta Kappa Epsilon Scholarship Fund

Thomas '70 and Teresa DeRogatis Scholarship Fund

Marten Y. de Schepper '72 Memorial Scholarship Fund

Jake Booth Devins Scholarship Fund

Frederick C. Dirks '30 Scholarship Fund

'45 Discretionary Scholarship Fund

Constance Barker Diss Student Aid Fund

Kathleen C. Downey Memorial Scholarship Fund

Erwin Ewald Drost Memorial Fund

Easton Family Scholarship Fund

Dean S. Edmonds Scholarship Fund

Eunice S. Eldredge '11 Scholarship Fund

Grace M. Ellis Scholarship Fund

Sidney Ender Scholarship Fund

Jerome C. and Debora N. Eppler Scholarship Fund

Katherine Ball Everitt '17 Memorial and Helen E. Law Scholarship Fund

Fairbanks Scholarships

Feng Ming-huei Memorial Scholarship Fund in the Chinese School

Margaret Grant Fielders Endowed Scholarship at the Bread Loaf School of English

Peter Stanley Firestone Memorial Scholarship Fund

Allan T. Fisher '75 Memorial Scholarship Fund

John Albert and Sophia Warner Fletcher Fund

Rollo J. Francisco Scholarship Fund

E. Chester "Ben" Franklin '21 Scholarship Fund

Donald D. Fredrickson '25 Memorial Scholarship Fund

Stephen A. and Ruth H. Freeman Scholarship Fund

French Center in New England Fund

Sara C. Fritz Scholarship Fund

Robert Frost Fellowship at the Bread Loaf Writers' Conference

Alice Brooks Fuller Scholarship Fund

Eben J. Fullum Scholarship Fund

John Hamilton Fulton Memorial Scholarship Fund

Clyde G. Fussell '25 Memorial Scholarship Fund

Marion Gallagher Scholarship Fund

Barbara Everard Gannett '61 Scholarship Fund

Leon and Una Gay Scholarship Fund

William W. Gay Fund

Joan F. Giambalvo Scholarship Fund

Gilbert Family Scholarship Fund

Edward N. Gosselin Scholarship Fund

Rosamond F. Granger Scholarship Fund

Egbert C. Hadley '10 Scholarship Fund

Ivan D. and May W. Hagar Scholarship Fund

Charles Emerson and Nellie Blakely Harris Memorial Scholarship Fund

Joel B. Harris Scholarship Fund

Benjamin L. Haydon Scholarship Fund

Burt A. Hazeltine Memorial Scholarship Fund

Charles B.R. Hazeltine Fund

William Randolph Hearst Endowment

Richard A. Heine Memorial Scholarship Fund

Waldo H. Heinrichs Scholarship Fund

Dr. Walter H. Hellman '24 Scholarship Fund

T. William Hentz '50 Scholarship Fund

Elizabeth A. Hickcox and Frank B. Hickcox Memorial Scholarship Fund

Laurence B. Holland Memorial Scholarship Fund

John A. Howe Scholarship Fund

Moses G. Hubbard '13 Scholarship Fund

Mary Stone Hunt '15 Scholarship Fund

Lauren Husted Scholarship Fund

Merrill L. Jenkins '15 Scholarship Fund

Christian A. Johnson Memorial Scholarship Fund

Frederick B. and Louise M. Johnston Scholarship Fund

Charles S. (Casey) Jones '15 Scholarship Fund

Frederica V. Jones Scholarship Fund

Kappa Delta Rho Scholarship Fund

Albert and Edna Karlik Scholarship Fund

Joseph P. Kasper Scholarship Fund

Elizabeth B. Kelly Fund

John M. Kirk, Jr., Memorial Scholarship at the Bread Loaf School of English

John M. Kirk, Jr., Scholarship Fund

Dr. Michael Kolligian, Jr., '44 Scholarship Fund

Harold Krichbaum '24 and Rena Dumas Krichbaum '22 Memorial Scholarship Fund

Arnold R. LaForce '35 Scholarship Fund

Merton D. LaFountain '22 Memorial Scholarship Fund

L'Amicale Scholarship Fund

Sanford H. Lane Memorial Scholarship Fund

Ted Lang, Jr., Memorial Scholarship Fund

Frederick W. Lapham, Jr., '43 Memorial Scholarship Fund

Edwin W. Lawrence Scholarship Fund

Claude Levy Scholarship Fund

Frances B. and Paige D. L'Hommedieu Scholarship Fund

Literary Fund

Dr. Nicholas Locascio Scholarship Fund

Frank Lombardy '35 Memorial Scholarship Fund

Hazel MacLeod Fund

Eta Manell Scholarship Fund

Andrew C. Marchbank '65 Memorial Scholarship Fund

Robert J. Marony Fund

Buren H. McCormack Scholarship Fund

James C. McLeod '26 Scholarship Fund

Middlebury College Language Schools Fund

Midd-Vermont Alumni Association Scholarship

Gertrude Cornish Milliken Scholarship Fund

Levi P. Morton Scholarship Fund

Judith Davidson Moyers Scholarship Fund

Ralph O. and Lena G. Myhre Memorial Scholarship Fund

National Bank of Middlebury Scholarship Fund

Elizabeth MacGill Needy '47 Memorial Scholarship Fund

Walter J. Nelson '32 Scholarship Fund

Werner Neuse Scholarship Fund

New Jersey Student Aid Fund

June Brogger Noble Scholarship Fund

Anna and Luke J. Nolfi Scholarship Fund

Luke J. Nolfi Memorial Scholarship Fund

Sidney Nordenschild, Sr., Scholarship Fund

Berthe O. Normano Scholarship Fund

Ted J. Novak '50 Memorial Scholarship Fund

Peter Odabashian Memorial Scholarship Fund

Bernard J. O'Keefe Scholarship Fund

Charles J. Orr Memorial Scholarship at the Bread Loaf School of English

Hewitt Page Scholarship Fund

Adele T. Parker Scholarship Fund

Dr. George F. Parton, Jr., Scholarship Fund

Pell Fund

Penfield Scholarship Fund

Arthur D. Pepin '44 Scholarship Fund

Philadelphia Alumnae Club Scholarship Fund

Mildred H. Hubbard Phipps '20 Memorial Scholarship Fund

Dana G. Pierce Scholarship Fund

Blanche and Stephen Piskor Memorial Scholarship Fund

Frank P. and Anne C. Piskor Scholarship Fund

Louise R. Plaisted Scholarship Fund

William H. Porter Memorial Scholarship Fund

Anastasia Feodorova Pressman Memorial Scholarship Fund

Frederika Proctor Fund

Antonio and Ida Quaglia Memorial Scholarship in the Italian School

Cecilia Quiros Scholarship Fund

Albert J. Riccio Fund for the President's Purse

Helen Coldwell Riccio Memorial Fund

Leonard D. Riccio Memorial Scholarship

Charles R. Rice '58 Scholarship

James Richardson Scholarship Fund

Justin Ricker Scholarship Fund

Marjorie J. Robb Scholarship Fund for Summer Language Studies

Marguerite Rogers '18 Scholarship Fund

Richard A. Rosbeck Memorial Scholarship Fund

Eleanor S. Ross Scholarship Fund

John W. Rowell Fund

Robin Royle Memorial Scholarship Fund in the Russian School

A. Bayard Russ Memorial Scholarship Fund

Donald W. Salisbury '16 and Eva Leland Salisbury '17 Memorial Scholarship Fund

Henry W. Schuettauff Scholarship Fund

George Robert White Scott (Class of 1864) Scholarship Fund

Lynde Selden Scholarship Fund

Jonathan Vollrath Shadd '78 Memorial Scholarship Fund

Mina Shaughnessy Memorial Scholarship in Writing at the Bread Loaf School of English

Richard J. Sheehy Scholarship Fund

Marion Shows Fund

Carleton H. Simmons '28 Memorial Scholarship Fund

Cecil C. Simmons '24 Fund

Ernest Simons Memorial Scholarship Fund

Skinner-Allen Scholarship Fund

Bezeliel Smith Fund

Lucy S. Smith '18 Scholarship Fund

Jonathan Coleman Southmayd Scholarship Fund

Kenneth Sozzi Memorial Scholarship Fund

Dorothy Symonds Spendlove '36 Scholarship Fund

A.P. Stafford Fund

C.V. Starr Scholarship Fund

John Wolcott Stewart Fund

E. Carroll Stollenwerck Scholarship Fund

W.J. Stone Fund

Strauss Family Scholarship Fund

Subscription of 1852

Agnes Warner Sunderland Fund

Swain Family Scholarship Fund

Miriam Deedman Swede '27 Scholarship Fund

Charles and Jessica Swift Scholarship Fund

Wylie and Lucy Sypher Scholarship Fund

Arthur Gould Tasheira Fund

Gerald E. Thayer '31 Memorial Scholarship Fund

Helen A. and W. Grady Thomas '16 Scholarship Fund

Thomas G. Thompson Scholarship Fund

Ludger J. Tousant Fund

John Crawford Trask, Jr., '41 Memorial Scholarship Fund

K. P. Tsolainos Memorial Scholarship Fund

Herbert K. Twitchell Fund

Tyco International Scholarship Fund

James M. Tyler Fund

Bessie Clarinda Verder 1898 Memorial Fund for Women Students

Voter Memorial Scholarship Fund

Waldo Fund

Raymond A. Waldron Scholarship Fund

Phoebe Kasper Wallach '49 Memorial Scholarship Fund

Ruth McCullough Walzer Scholarship Fund

Warren Fund

Lois Behrman Watson '51 Scholarship Fund

WEB Fund

Jane D. Whamer '48 Memorial Scholarship Fund

Asa Wheelock Scholarship Fund

F. Carl Whitney '18 Memorial Scholarship Fund

Dr. Percy T. and Pauline C. Whitney Scholarship Fund

Raymond L. Whitney '35 Memorial Scholarship Fund

Albert Henry Wiggin Memorial Scholarship Fund

Percival and Marion Wilds Memorial Scholarship Fund

Frank A. Williams, Jr., '69 Memorial Scholarship Fund

Emma Willard Scholarship Fund

Mark Doty Wilson '72 Scholarship Fund

Windham County Congregational Scholarship Fund

Harriet B. Winsor Scholarship Fund

Charles Baker Wright Scholarship

Marion L. Young Scholarship Fund

Expendable Scholarships

Alice S. Ayling Scholarships

Louis L. Croland and A. Leon Kohlreiter Scholarship

Rae R. Croland and Goldie Kohlreiter Scholarship Fund

Jaqua Foundation Scholarship Fund

Antonia Ax:son Johnson Scholarship

Agnes M. Lindsay Trust Scholarship Fund

F.A. and Katharine H. Nason Scholarship Fund

Charles Irwin Travelli Scholarships

Awards and Prizes

Charles B. Allen Memorial Prize

American Institute of Chemists' Medal

John T. Andrews Memorial Prize in Philosophy

Bishop Atwood Historical Prize

Donald Everett Axinn Annual Prize

Baldwin Prize

Frieda Derdeyn Bambas Prize in French Literary Studies

Blum and Company, Inc., Award

Deacon Boardman Peace Prize

Barbara Buchanan '62 Alumni Association Award

Reid L. Carr Prize

George H. Catlin Award

George H. Catlin Classical Prize Fund

George H. Catlin Fund

William B. Catton Prize

Challenger Award

Elbert C. Cole '15 Memorial Fund Prize

Janet C. Curry '49 Science Honors Award Fund

F.C. Dirks Prize in Economics

Durkin Public Service Fund

Martin Joseph Durkin III Memorial Award

Eaton Prize

George Ellis Fellowships

Harry M. Fife Memorial

Alison G. Fraker '89 Essay Prize

Freshman Achievement Prize

Drue Cortell Gensler '57 Prize

Robert K. Gould Prize in Physics

Maude Violet Graybar American History Prize

Hazeltine Klevenow Cup

J. Rowland Illick Prize in Geography

Julian E. and Melba Jarrett Prize

Kellogg Latin English Prize

C.J. Neil Kvasnak Family Award

Lank Prize in Sociology and Anthropology

Helen T. Lin Award for Excellence in Chinese

Merck and Company Award

Camillo P. Merlino Award for Excellence

Merlino-Mezzotero Award

Ann and Edward Meyers Religion Prize

Berthe O. Normano Prize

Mildred Virginia Osher History Prize

Dr. Francis D. Parker '39 Mathematics/Computer Science Prize

Phi Beta Kappa Prize

E.L. Pool Qualitative Analysis Prize

Henry B. Prickitt English Prize

Richard C. Rapp '64 Memorial Football Award

T. Ragan Ryan Award for Excellence

Senior Honors Thesis Award in Economics

John P. Stabile Memorial Cup

Marci J. Stewart '72 Memorial Award

Stolley-Ryan American Literature Prize

Randi E. Stromstad '89 Memorial Award in Chemistry

Mary Dunning Thwing Prize

Alice J. Turner Memorial Trophy

O.W. Prize for International Students

Paul W. Ward '25 Memorial Prize

John M. White '52 Memorial Award

Franklin G. Williams '13 and Sarah H. Williams '12 Memorial Award

Woolsey Prizes

Loan Funds

Alpha Sigma Phi Memorial Fund

Edwin L. Bigelow '13 Student Scholarship Fund

Reid L. Carr and Eleanor F. Carr Revolving Loan Fund

Ella N. Goodale Student Loan Fund

Joel B. Harris Student Loan Fund

Hazeltine Student Loan Fund

Elam R. Jewett Student Loan Fund

Ada Howe Kent Foundation Loan Fund

Lee A. Kintzel and Roger Kintzel Student Loan Fund

Martha Jewett Nash Student Loan Fund

F.A. and Katharine H. Nason Loan Fund

Francis M. Newman Student Loan Fund

William H. Porter Student Loan Fund

Justin M. Ricker Fund

Emma Hardy Slade Student Loan Fund

Endowed Professorships (year established)

Burr Professorship of Chemistry and Natural History (1829)

John C. Baldwin Professorship of Mathematics and Natural Philosophy (1866)

Levi P. Morton Professorship of Latin and French (1887)

Beman Professorship of Mathematics (1893)

James B. Jermain Professorship of Political Economy (1901)

A. Barton Hepburn Women's Professorship (1908)

George Nye and Anne Walker Boardman Professorship of Mental and Moral Science (1908)

Paige-Wright Professorship of Economics (1913)

Fletcher D. Proctor Professorship of American History (1918)

Henry Norman Hudson Professorship of English (1920)

A. Barton Hepburn Professorship of Economics (1922)

John C. McCullough Professorship of Chemistry (1924)

Julian W. Abernethy Professorship of American Literature (1933)

Albert D. Mead Professorship of Biology (1949)

George Adams Ellis Professorship of Liberal Arts (1956)

Jean Thomson Fulton Professorship of Modern Languages and Literature (1963)

Charles A. Dana Professorships (1966)

Irene Heinz and John LaPorte Given Professorship in Pre-medical Sciences (1966)

Philip Battell Stewart and Sarah Frances Cowles Stewart Professorship (1970)

Christian A. Johnson Professorship in Art History (1974)

Christian A. Johnson Professorship in the Performing Arts (1974)

William R. Kenan, Jr., Professorship (1975)

Christian A. Johnson Distinguished Professorship in Economics (1977)

Frank and Eleanor Griffiths Professorships of Literature at the Bread Loaf School of English (1977)

C.V. Starr Professorship in Linguistics and Language (1979)

Fiftieth Anniversary Chair in the Italian School (1981)

Benjamin F. Wissler Professorship in Physics (1983)

John M. Kirk, Jr., Chair in Medieval Literature at the Bread Load School of English (1984)

Fletcher Chair in the Arts (1985)

Pardon Tillinghast Chair in History, Philosophy, and Religion (1985)

Donald Everett Axinn Chair in Creative Writing (1987)

F.C. Dirks Professorship in Economics and Political Science (1987)

C.V. Starr Professorship in Russian and Eastern European Studies (1987)

African Studies Professorship (1987)

Kawashima Professorship in Japanese Studies (1988)

Alan R. Holmes Chair in Monetary Economics (1989)

M. Ruth Marino Chair in the Bread Loaf School of English (1989).

Endowed Lectureships

Julian W. Abernethy Lecture

Donald Everett Axinn Annual Public Lecture

Jean Boorsch Lectureship

Willard Duncan Carpenter '14 Memorial Lecture Fund

Class of 1914 Lecture

David W. Courter Fellows Program

Elizabeth Drew Memorial Lecture Fund

William H. Edmunds '17 Memorial Fund

John Hamilton Fulton Memorial Lectures

Charles S. Grant Memorial Lecture

Hirschfield Film Endowment

Hannah A. Quint Lectureship in Jewish Studies

Professor David K. Smith Visiting Economic Lecture Series

Samuel S. Stratton Lecture

Charles and Jessica Swift Lecture Fund

Robert W. van de Velde, Jr., '75 Memorial Lecture Series

Endowed Faculty Support

Professor Llewellyn R. Perkins and Dr. Ruth M. Perkins Memorial Faculty Research Fund

PRESIDENT AND FELLOWS

PRESIDENT OF THE COLLEGE

John M. McCardell, Jr.
A.B., Washington and Lee University;
Ph.D., Harvard University
Middlebury, VT

CHARTER TRUSTEES

Dort A. Cameron III '67
A.B., M.B.A.
Bedford Hills, NY

Churchill G. Franklin '71
A.B.
Boston, MA

Claire W. Gargalli '64
A.B.
Philadelphia, PA

Robert C. Graham, Jr., '63
A.B.
New York, NY

William H. Kieffer III '64
A.B.
Boston, MA

Patricia Judah Palmer '57
A.B.
Wellesley Hills, MA

Milton V. Peterson '58
A.B.
Fairfax, VA

Jane Bryant Quinn '60
A.B., LL.D.
North Salem, NY

TERM TRUSTEES

(Dates indicate year first elected and year term expires.)

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A.B., M.A. (1992, 1997)
Stockholm, Sweden

William E. Odom
B.S., Ph.D. (1987, 1997)
Alexandria, VA

Frederic W. Allen
A.B., LL.B. (1988, 1998)
Shelburne, VT

Ronald H. Brown '62
A.B., J.D. (1988, 1998)
Washington, DC

Magna L. Dodge '68
A.B., M.B.A. (1993, 1998)
New York, NY

Reed L. Harman '68
A.B. (1993, 1998)
Palos Verdes, CA

Peter I. Bijur
A.B., M.B.A. (1994, 1999)
New Canaan, CT

Nicholas R. Clifford
A.B., M.A., Ph.D. (1994, 1999)
New Haven, VT

Drucilla Cortell Gensler '57
A.B. (1994, 1999)
Mill Valley, CA

Betty Ashbury Jones
A.B., M.A. (1994, 1999)
Louisville, KY

J. Lea Hillman Simonds '69
A.B. (1994, 1999)
Pittsburgh, PA

Louis Marx, Jr.
A.B. (1995, 2000)
New York, NY

Polyvios C. Vintiadis
A.B., M.A. (1995, 2000)
Greenwich, CT

ALUMNI TRUSTEES

(Dates indicate year first elected and year term expires.)

Pamela Nugent Czekanski '81
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Boston, MA

Martha Saenz '65
A.B., J.D. (1991,1996)
Chevy Chase, MD

John E. Martin '67
A.B. (1993, 1998)
Irvine, CA

Nancy Coffrin Furlong '75
A.B. (1994, 1999)
Burlington, VT

Frank W. Sesno '77
A.B. (1994, 1999)
Great Falls, VA

Thomas J. Knox '84
A.B., J.D. (1995, 2000)
Washington, DC

TRUSTEES EMERITI

(Dates indicate year of first election to Board of Trustees and effective date of emeritus status.)

James I. Armstrong
Ph.D., LL.D., L.H.D., Litt.D. (1963, 1975)
South Berwick, ME

Mary Williams Brackett '36
A.B., M.A., Ph.D., Litt.D. (1969, 1984)
Wilton, CT

Allan R. Dragone, Sr., '50
A.B. (1978, 1994)
Darien, CT

Alice Guest Howson '30
A.B., M.A., Litt.D. (1948, 1979)
Bloomfield, CT

Willard T. Jackson '51
A.B., M.B.A., LL.B. (1973, 1993)
Cornwall, VT

Arnold R. LaForce '35
B.S., M.B.A., LL.D. (1961, 1980)
Mendham, NJ

C. Irving Meeker '50
A.B., M.D. (1979, 1995)
Portland, ME

W. Kyle Prescott '49
A.B. (1978, 1994)
Mississauga, ON, Canada

Raymond J. Saulnier '29
B.S., M.A., Ph.D., LL.D. (1958, 1979)
Chestertown, MD

David E. Thompson '49
A.B. (1974, 1995)
Panton, VT

Hilton A. Wick
A.B., LL.B. (1969, 1984)
Burlington, VT

ACADEMIC ADMINISTRATION AND STAFF 1996-1997

Calendar year indicates first date of appointment; second date, appointment to present position.

OFFICE OF THE PRESIDENT

President
John M. McCardell, Jr., A.B., Ph.D. (1976, 1992)

Executive Assistant to the President
Betsy M. Etchells, A.B. (1981, 1988)

Special Assistant to the President
Leroy Nesbitt, Jr., A.B., J.D. (1992)

Vice President of the College
Ronald D. Liebowitz, A.B., M.A., Ph.D. (1984, 1995)

Assistant to the Vice President of the College
Catherine J. Bilodeau, A.A. (1986, 1995)

Coordinator, Americans with Disabilities Act
Elizabeth Christensen (1995)

ACADEMIC PROGRAM

Vice President for Academic Affairs
John P. McWilliams, Jr., A.B., A.M., Ph.D.(1977, 1995)

Assistant to the Vice President for Academic Affairs
Donna L. McDurfee, A.B. (1988, 1994)

Acting Vice President for Languages; Dean and Director of the Language Schools
Roberto A.Véguez, B.S., A.M., Ph.D. (1972, 1994)

Dean of Faculty
Marc Riess, A.B., M.A., Ph.D. (1978, 1995)

Director of the Center for the Arts
Susan E. Stockton, A.B., M.F.A. (1995)

College Curator; Director of the Museum of Art
Richard H. Saunders, A.B., M.A., M. Phil., Ph.D. (1985)

Technical Director of the Theatre
Allison Rimmer, B.S.A. (1990, 1994)

Lighting Director; Technical Director for Dance
B-St. John Schofield, A.B., M.A., Ph.D. (1984)

Administrative Director of the Science Center
Timothy H. Wickland, A.B. (1986)

Director of Writing
Kathleen Skubikowski, A.B., M.A., Ph.D. (1983, 1989)

Director of Academic Support
Mary Ellen Bertolini, A.B., M.A.T., M.A. (1995, 1996)

LIBRARY

College Librarian
Ronald E. Rucker, A.B., M.A., M.L.S. (1976)

Associate College Librarian
Hans Raum, A.B., M.L.S. (1975, 1977)

Abernethy Curator and Archivist
Robert Buckeye, A.B., M.A., M.L.S. (1971, 1973)

Catalog Librarian
Cynthia Watters, A.B., M.L.S. (1975, 1985)

Catalog Librarian
Joy Pile, A.B., M.M., M.L.S. (1989)

Collection Management Librarian
Joanne S. Hill, A.B., M.L.S. (1980, 1981)

Head of Circulation Services; Davison Librarian
Judith Watts, A.B., M.L.S. (1980, 1993)

Flanders Curator; Reference Librarian
Jennifer Post, A.B., M.A., M.L.S., Ph.D. (1979, 1983)

Music Librarian
Jerry McBride, B.M., M.M., M.L.S. (1986)

Reference Librarian
Jean Simmons, A.B., M.L.S. (1984, 1985)

Reference Librarian; Instruction Librarian
Patricia Gray, A.B., M.L.S. (1989, 1990)

Reference Librarian; Science Librarian
Susan W. Tucker, A.B., M.L.S. (1976, 1978)

INFORMATION SERVICES

Vice President for Information Technology
Eric L. Davis, A.B., M.A., Ph.D. (1980, 1995)

Manager of Technical Services
Danny P. Brigante, A.Eng. (1988, 1995)

Director of Telephone Services
Margaret A. Fischel, A.B. (1985, 1995)

Director of Media Services
Ernest R. Longey (1974, 1995)

Assistant Director for Communications and Systems
Howard C. McCausland, A.B., M.A. (1989)

Director of Administrative Information Systems
Ronald McKinnon, A.B., M.S. (1980, 1995)

Director of User Services
Jeffrey R. Rehbach, A.B., M.A., M.L.S. (1981, 1996)

Director of Instructional Technology
Sheldon C. Sax, A.B., M.A. (1984, 1995)

Manager of UNIX Systems and Electronic Communications Services
James E. Stuart, A.B. (1993, 1995)

STUDENT SERVICES

Vice President for Undergraduate Affairs
Don J. Wyatt, A.B., M.A., Ph.D. (1986, 1994)

Assistant to the Vice President for Undergraduate Affairs
Kathleen Knippler, A.A. (1990, 1995)

Dean of Students
Ann Craig Hanson, A.B., Ed.M., Ph.D. (1988, 1991)

Dean of Advising
Karl L. Lindholm, A.B., M.A., Ph.D. (1976, 1991)

Associate Dean of Students
Arlinda Ardister Wickland, A.B., M.A. (1980)

Assistant Dean of Students
Matthew Longman, A.B., Ed.M. (1989, 1993)

Director of Off-Campus Study
David A.J. Macey, A.B., M.A., M.Phil., Ph.D. (1978, 1995)

Director of Residential Life
Katherine Ebner, A.B. (1992, 1993)

Assistant Director of Residential Life
Hieu Nguyen, A.B. (1992, 1995)

Director of Undergraduate Records
Lucinda A. Rigg (1976, 1983)

Director of Public Safety (Acting)
Tedi Jennings (1982, 1995)

Director of Career Counseling and Placement
Valerie B. Szymkowicz, A.B., M.Ed. (1984, 1992)

Associate Director of Career Counseling and Placement
Steve Koppi, A.B., M.A. (1995)

Chaplain
Howard B.M. Fauntroy III, A.B., M.A., M.Div. (1994)

Director of the Center for Counseling and Human Relations
Gary F. Margolis, A.B., Ph.D. (1972)

Psychologist; Coordinator of Psychological Testing and Evaluation
Brenda Andrieu, A.B. (2), M.A., Ph.D. (1988)

Mental Health Counselor
Patricia Noll, A.B., M.A. (1990)

Director of Health Education; Educational Coordinator of Sexual Harassment Prevention
Marianna McShane, A.B., M.A. (1982, 1990)

Medical Director of the George Parton Health Center
Ruth K. Grant, M.D. (1986)

Administrative Director of the George Parton Health Center
Kathleen A. Ready, B.S.N., M.S.N. (1992)

Director of Student Activities
Tiffany Sargent, A.B. (1985, 1989)

Associate Director of Student Activities; Coordinator of Leadership Programs
Francy Magee, A.B., M.A. (1995)

Assistant Director of Student Activities
Carlos A.I. Costa, B.S. (1993)

Disabled Student Services
(See "Americans with Disabilities Act," listed under the Office of the President)

ADMISSIONS AND FINANCIAL AID

Vice President for Enrollment Planning
Michael D. Schoenfeld, A.B., M.Ed. (1981, 1995)

Director of Admissions
John E. Hanson, A.B., M.A., Ed.D. (1991, 1995)

Assistant to Vice President and Director
Carol A. Bushey (1982, 1995)

Associate Director of Admissions, Special Projects
Caroline S. Donnan, A.B., M.Ed. (1986, 1992)

Associate Director of Admissions, Multicultural Admissions
Sonja Y. Johnson, A.B. (1993)

Associate Director of Admissions; Multicultural Admissions, Transfers
Kathy M. Lindsey, A.B. (1983, 1989)

Associate Director of Admissions, Multicultural Admissions
Barbara H. Marlow, A.B. (1983, 1993)

Associate Director of Admissions, Alumni Admissions Program
Carolyn L. Perine, A.B. (1973, 1982)

Associate Director of Admissions, Operations/Technology
Bertram D. Phinney, A.B. (1973, 1982)

Admissions Counselor
Jean K. Andersson, A.B. (1995)

Admissions Counselor
Sara N. Boisvert, A.B. (1995)

Admissions Counselor
Ian F. McCray, A.B. (1995)

Admissions Counselor
Beth L. Whitney, A.B. (1995)

Director of Financial Aid
Robert Donaghey, A.B., M.A. (1984)

Associate Director of Financial Aid
Patricia L. Santner, B.S. (1985)

Assistant Director of Financial Aid
Erik J. Liljestrand, A.B. (1988, 1989)

Assistant Director of Financial Aid
Sandra L. Vivian, A.B., M.B.A. (1991)

Financial Aid Assistant
Marlene E. Burnham (1993, 1994)

Financial Aid Assistant
Gail J. Rothman, B.S. (1987)

Loan Coordinator
Jacqueline M. Kremer, A.B. (1992)

ATHLETICS PROGRAM

Director of Athletics
G. Thomas Lawson, B.S. (1969, 1977)

Associate Director of Athletics; Coach of Men's Basketball
Russell L. Reilly, A.B., M.Ed. (1977)

Assistant Director of Athletics; Coach of Women's/Men's Tennis
Gail Smith, A.B. (1977)

Coach of Nordic Skiing, Men's/Women's Cross-Country
Terry L. Aldrich, B.S. (1975)

Coach of Men's Hockey, Golf
William Beaney, A.B. (1986)

Coach of Men's/Women's Track; Strength Coach
Martin Beatty, A.B. (1987)

Coach of Men's/Women's Swimming; Director of the Brown Pool; Assistant Coach of Women's Lacrosse
Mary Ellen Claffey, B.S. (1986)

Coach of Field Hockey, Women's Lacrosse; Director of Physical Education
Carson W. Foote, B.S. (1977)

Coach of Women's Soccer, Basketball
Jennifer H. Fulcher, A.B., M.S., C.A.G.S. (1994)

Coach of Football
Michael G. Heinecken, B.S., M.Ed. (1973)

Coach of Women's Hockey; Assistant Coach of Football
William Mandigo, A.B. (1988)

Coach of Men's Lacrosse; Assistant Coach of Football
Erin Quinn, A.B., M.A.T. (1990)

Coach of Men's Soccer, Women's Squash
David F. Saward, B.Ed., M.Ed. (1985)

Coach of Men's/Women's Alpine Skiing; Assistant Coach of Men's Soccer
Mark D. Smith, A.B. (1994)

Coach of Baseball; Director of Club Sports/Intramurals
Robert L. Smith, A.B., M.A. (1979)

Assistant Coach of Women's Nordic Skiing, Track
Patricia Ross-Tran, B.S. (1988)

Assistant Coach of Football, Men's Lacrosse
Robert D. Ritter, A.B. (1995)

Head Athletic Trainer
David P. Matthews, B.S., M.A. (1983)

Athletic Trainer
W. Kelly Cray, B.S. (1993)

Athletic Trainer
Andrea M. Larson, M.A. (1995)

Physical Therapist
Susan E. Murphy, A.B. (1976)

EXTERNAL AFFAIRS

Vice President for External Affairs
William F. Melton II, A.B. (1993)

Senior Assistant to the Vice President
Shelley Glassner, A.B., M.A.T. (1988, 1993)

Director of Alumni and Parent Programs
Elizabeth H. Robinson, A.B., M.A. (1994)

Director of Annual Fund
Eileen M. Sims (1986, 1993)

Director of Bicentennial Planning
Mona M. Wheatley, A.B., M.Ed. (1980, 1995)

Director of Development
Ann E. Crumb, A.B., M.A. (1990, 1994)

Director of External Affairs Administration
A. Tracey Becken, A.B. (1993)

Director of Grants
Susan Véguez, A.B., M.A. (1979, 1984)

Director of Planned Giving
Edward Sommers, A.B. (1992)

Director of Principal Gifts
Ann Jones-Weinstock, A.B. (1995)

Director of Public Affairs
Philip G. Benoit, A.B., M.A. (1996)

Director of Publications
Steven K. Metzler, B.S., M.A., M.F.A. (1989, 1994)

Director of Research and Records
Kim Ehritt Smith, A.B. (1982, 1988)

College Editor
Rachel Morton, A.B. (1994)

Executive Secretary, Alumni Association
Hugh Marlow, A.B. (1980, 1984)

BUSINESS MANAGEMENT

Vice President for Administration and Treasurer
David W. Ginevan, B.S., M.Ed., M.B.A. (1973, 1985)

Director of Human Resources; Assistant Treasurer
Thomas J. Corbin, B.B.A. (1989, 1994)

Associate Director of Human Resources
Kathryn V. Bryne, A.B., M.B.A. (1992, 1994)

Assistant Director of Human Resources for Compensation
Sandra W. Current, A.B. (1992)

Assistant Director of Human Resources for Compensation
Cheryl A. Gline (1983, 1994)

Assistant Treasurer and Comptroller
Philip A. Yauch, B.B.A., C.P.A. (1989, 1994)

Associate Comptroller
Rhoda M. Rader, B.S. (1979, 1989)

Assistant Comptroller
Robert W. Caragher, A.B., M.I.M., C.P.A. (1991)

Director of Operations
George W. Whitney, Jr., A.B. (1973, 1983)

Purchasing Agent
Howard W. Brush (1980, 1983)

Manager of Golf Course
Howard R. Kelton (1969, 1979)

Manager of Snow Bowl
Peter Mackey, B.A. (1987)

Director of Dining Services
Ted A. Mayer (1987)

Manager of Mailing Service and Reprographics
Steven K. Goodman (1983, 1994)

College Forester
Stephen W. Weber, A.B., M.S. (1978, 1980)

Manager of College Store
Robert T. Santry, A.B. (1993)

Director of Facilities Management
Jon C. Woodbury, B.S. (1978)

Assistant Director of Facilities Management for Engineering and Utilities
Arthur J. Thorne (1968, 1980)

Assistant Director of Facilities Management for Facilities Maintenance and Operation
Norman D. Cushman, A.A.S., B.S., M.B.A. (1990)

Assistant Director of Facilities Management for Custodial Services
Linda L. Ross (1980, 1994)

LANGUAGE SCHOOLS, BREAD LOAF

Acting Vice President for Languages; Dean and Director of the Language Schools
Roberto A. Véguez, B.S., M.A., Ph.D. (1972, 1994)

Director of the Bread Loaf School of English
James H. Maddox, B.A., M.A., Ph.D. (1989)

Director of the Bread Loaf Writers' Conference
Michael Collier, M.F.A. (1995)

Administrative Director of the Bread Loaf Writers' Conference
Devon Jersild, M.A. (1995)

Administrative Assistant and Coordinator of Admissions of the Bread Loaf Writers' Conference
Carol Knauss, A.B. (1975, 1989)

Director of the School of Arabic
Mahmoud Al-Batal, B.A., M.A., Ph.D. (1990)

Director of the Chinese School
Richard Chi, B.A., M.A., Ph.D. (1992)

Director of the French School
Daniel Jourlait, B.A., M.A., Ph.D., Agrégation (1986)

Director of the School in France: Paris
Edward C. Knox, B.A., M.A., Ph.D. (1969, 1996)

Director of the German School
Konrad Kenkel, B.A., M.A., Ph.D. (1987)

Director of the School in Germany: Mainz
Thomas Huber, B.A., M.A., Ph.D. (1966, 1996)

Director of the Italian School
Michael Lettieri, B.A., M.A., Ph.D. (1995)

Director of the School in Italy: Florence
Anna L. Barsanti (1976)

Director of the Japanese School
Masakazu Watabe, B.A., M.A., Ph.D. (1991)

Director of the Spanish School
Frank P. Casa, B.A., M.A., Ph.D. (1987)

Director of the School in Spain: Madrid
To be announced

Director of the Russian School
Alexander Wornozoff, B.A., M.A., Ph.D. (1983)

Director of the School in Russia: Moscow
To be announced

FACULTY

John M. McCardell, Jr.
A.B., Washington and Lee University; Ph.D., Harvard University
President (1992); Professor of History (1976)

Ronald D. Liebowitz
A.B., Bucknell University; M.A., Ph.D., Columbia University
Vice President of the College (1995); Professor of Geography (1984)

Eric L. Davis
A.B., Brown University; M.A., Ph.D., Stanford University
Vice President for Information Technology (1995); Professor of Political Science (1980)

John P. McWilliams, Jr.
A.B., Princeton University; M.A., Ph.D., Harvard University
Vice President for Academic Affairs (1995); Professor of American Literature and Civilization (1977); Julian W. Abernethy Professor of American Literature (1988)

Don J. Wyatt
A.B., Beloit College; M.A., Ph.D., Harvard University
Vice President for Undergraduate Affairs (1994); Associate Professor of History (1986)

Clara Yu
A.B., National Taiwan University; M.A., Ph.D., University of Illinois
Vice President for Languages (1993); Associate Professor of Chinese (1987); on leave

Marc Riess
A.B., State University of New York at Stony Brook; M.A., Ph.D., University of Florida
Dean of Faculty (1995); Professor of Psychology (1978)

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Stephen B. Abbott
B.S., Colgate University; M.S., Ph.D., University of Virginia
Assistant Professor of Mathematics (1993)

Eve Adler
A.B., Queens College; M.A., Brandeis University; Ph.D., Cornell University
Professor of Classics (1977)

Terry L. Aldrich
B.S., St. Lawrence University
Assistant Professor of Physical Education (1975)

Holly M. Allen
A.B., Brown University
Visiting Instructor in History and American Literature (1995)

Julia A. Alvarez
A.B., Middlebury College; M.A., Syracuse University
Associate Professor of English (1988); on Associate Status

Glenn M. Andres
B.Arch., Cornell University; M.F.A., Ph.D., Princeton University
Professor of Art (1970)

Alicia B. Andreu
A.B., Chapman College; M.A., University of Wisconsin; Ph.D., University of Oregon
Professor of Spanish (1976); A. Barton Hepburn Women's Professor (1992)

Pablo-Raul Arreola
A.B., California State University, Dominguez Hills; M.A., University of Arizona; Ph.D., University of California, Los Angeles
Visiting Lecturer in History (1996)

Richard T.W. Arthur
A.B., Oxford University; M.A., McGill University; Ph.D., University of Western Ontario
Associate Professor of Philosophy (1985)

Cynthia Packert Atherton
A.B., University of Pittsburgh; M.A., Ph.D., Harvard University
Associate Professor of Art (1987-88, 1989)

David H. Bain
B.A., Boston University
Visiting Lecturer in English (1987); part-time

Alexandra T. Baker
A.B., Hunter College; M.A., Indiana University
Lecturer in Russian (1967)

Cates Baldridge
A.B., Johns Hopkins University; M.A., Ph.D., University of Virginia
Associate Professor of English (1986)

Mireille Barbaud-McWilliams
Ph.D., Université de Paris X—Nanterre
Visiting Assistant Professor of French (1979, 1989)

Stanley P. Bates
A.B., Dartmouth College; A.B., M.A., Oxford University; M.A., Ph.D., Harvard University
Professor of Philosophy (1971); on leave

William Beaney
A.B., University of New Hampshire
Assistant Professor of Physical Education (1986)

Martin C. Beatty
A.B., Middlebury College
Assistant Professor of Physical Education (1986)

Lisa Beck
B.S., M.A., Castleton State College
Visiting Instructor in Teacher Education (1996)

Eduardo C. Béjar
A.B., B.Arch., Rice University; M.A., University of Houston; M.A., Ph.D., University of Massachusetts
Associate Professor of Spanish (1985); on leave

Barbara L. Bellows
A.B., M.A., Ph.D., University of South Carolina
Associate Professor of History (1983); on Associate Status

Evan N. Bennett
A.B., Harvard University; M.M., Juilliard School; M.A., Princeton University
Visiting Instructor in Music (1993); part-time

John D. Berninghausen
A.B., University of Minnesota; M.A., Ph.D., Stanford University
Professor of Chinese (1976); Charles A. Dana Professor (1993); Faculty Associate in Admissions (1995-97)

John A. Bertolini
A.B., Manhattan College; M.A., Ph.D., Columbia University
Professor of English and Film (1975)

Mary Ellen Bertolini
A.B., College of New Rochelle; M.A.T., Wesleyan University; M.A., Bread Loaf School of English
Visiting Lecturer in English (1995); Diirector of Academic Support (1996)

Thomas R. Beyer, Jr.
B.S., Georgetown University; M.A., Ph.D., University of Kansas
Professor of Russian (1975)

Suzanne Bocanegra
B.F.A., University of Texas; M.F.A., San Francisco Art Institute
Visiting Assistant Professor of Art (1988)

Priscilla Bremser
A.B., Smith College; M.A., Ph.D., Johns Hopkins University
Associate Professor of Mathematics (1984)

Amy J. Briggs
A.B., Dartmouth College; M.S., Ph.D., Cornell University
Assistant Professor of Computer Science (1995)

Pieter B.F.J. Broucke
B.Arch., Higher Institute for Architecture, Belgium; M.Phil., Yale University
Visiting Instructor in Art (1995)

David A. Bumbeck
B.F.A., Rhode Island School of Design; M.F.A., Syracuse University
Professor of Art (1968)

Jean Burfoot
B.S., London School of Economics; M.A., University of California, Los Angeles
Visiting Instructor in Sociology (1996)

James P. Butler, Jr.
B.F.A., Rhode Island School of Design; M.F.A., Indiana University
Professor of Art (1981); on leave fall, winter

Alison Byerly
A.B., Wellesley College; M.A., Ph.D., University of Pennsylvania
Assistant Professor of English (1989)

Jeffrey H. Byers
B.S., University of Rochester; Ph.D., Dartmouth College
Associate Professor of Chemistry (1986)

Sara J. Cairns
B.S., Cornell University; M.A., Purdue University; Ph.D., Cornell University
Visiting Assistant Professor of Biology (1994)

Penny Campbell
A.B., Bennington College
Lecturer in Dance (1985)

Susan M. Campbell
B.S., Denison University; M.A., Ph.D., University of California, Los Angeles
Assistant Professor of Psychology (1993)

Paul Caprioli
B.S., Albany College of Pharmacy; M.S., Ph.D., Rensselaer Polytechnic Institute
Visiting Assistant Professor of Mathematics (1995)

Sandra Carletti
Dipl., Università degli Studi di Bologna; M.A., Johns Hopkins University
Visiting Instructor in Italian (1991)

Paul Carrese
A.B., Middlebury College; A.B., M.St., Oxford University
Visiting Instructor in Political Science (1996)

Jeffrey W. Cason
A.B., Earlham College; M.A., Ph.D., University of Wisconsin
Assistant Professor of Political Science (1994)

David Castronuovo
A.B., Yale University; M.S., Indiana University; M.A., M.Phil., Columbia University
Instructor in Italian (1996)

Carole Cavanaugh
A.B., Temple University; Ph.D., Yale University
Assistant Professor of Japanese (1990)

Jane Chaplin
A.B., Brown University; M.A., Ph.D., Princeton University
Assistant Professor of Classics (1992); on leave

Gregory Kuei-ke Chiang
A.B., National Taiwan University; M.A., University of Vermont
Lecturer in Chinese (1976)

Sunhee Choi
B.S., Seoul National University; M.A., Korean Advanced Institute of Science; Ph.D., Princeton University
Associate Professor of Chemistry (1987); on leave

Robert R. Churchill
B.S., M.S., Northern Illinois University; Ph.D., University of Iowa
Professor of Geography (1978)

Mary Ellen Claffey
B.S., University of New Hampshire
Assistant Professor of Physical Education (1986); Director of Brown Pool (1987)

Michael Paul Claudon
A.B., University of California at Berkeley; Ph.D., Johns Hopkins University
Professor of Economics (1970)

Janine Clookey
B.S., State University of New York at Buffalo; M.S., Brown University
Lecturer in Mathematics (1984); on leave

Robert G. Cluss
A.B., Boston University; Ph.D., Ohio State University
Assistant Professor of Chemistry (1986, 1990)

Raymond A. Coish
B.S., Memorial University of Newfoundland; Ph.D., University of Western Ontario
Professor of Geology (1979); on leave

David C. Colander
A.B., M.A., M.Phil., Ph.D., Columbia University
Professor of Economics (1982)

Richard Cornwall
A.B., Princeton University; Ph.D., University of California at Berkeley
Professor of Economics (1977)

Parker H. Croft
A.B., Williams College; M.Arch., Harvard University
Visiting Instructor in Architecture (1990); part-time

Malcolm Phillip Cutchin
A.B., University of Texas at Austin; M.A., Ph.D., University of Kentucky
Assistant Professor of Geography (1995)

Cécile Vernier Danehy
D.E.U.G., Université de Dijon; M.A., Ph.D., University of Virginia
Assistant Professor of French (1989)

Darién J. Davis
A.B., St. John's College; M.A., University of Notre Dame; Ph.D., Tulane University
Assistant Professor of History (1992); on leave

Kyoko Hayasaka Davis
A.B., Tsuru University; M.A., St. Michael's College
Visiting Instructor in Japanese (1991)

Sergei Davydov
A.B., Charles University; M.A., Ludwig-Maximillian Universität; Ph.D., Yale University
Professor of Russian (1976-78, 1988)

Matthew Dick
B.S., University of Alaska; M.S., Western Washington University; Ph.D., Yale University
Assistant Professor of Biology (1995)

Matthew Dickerson
A.B., Dartmouth College; M.S., Ph.D., Cornell University
Assistant Professor of Mathematics and Computer Science (1989)

Stephen Donadio
A.B., Brandeis University; M.A., Université de Paris—Sorbonne; Ph.D., Columbia University
Professor of American Literature (1977)

David R. Dorman
B.S., Hobart College; Sc.M., Ph.D., Brown University
Associate Professor of Mathematics (1984); on leave winter, spring

Murray P. Dry
A.B., M.A., Ph.D., University of Chicago
Professor of Political Science (1968); Charles A. Dana Professor (1994); on leave

Jeffrey S. Dunham
B.S., University of Washington; M.S., Ph.D., Stanford University
Professor of Physics (1983)

Sandra L. Dunn
B.Ar.Sc., University of South Carolina; M.A., Cornell University
Instructor in Spanish (1994)

Daniel Egan
A.B., Hamilton College; M.A., Ph.D., Boston College
Visiting Assistant Professor of Sociology (1996)

John C. Elder
A.B., Pomona College; Ph.D., Yale University
Professor of English and Environmental Studies (1973); P.B. Stewart and F.C. Stewart Chair (1995)

John D. Emerson
A.B., University of Rochester; M.S., Ph.D., Cornell University
Professor of Mathematics (1973)

Jule Emerson
A.B., St. Cloud State University; M.F.A., New York University
Artist-in-Residence, with the rank of Assistant Professor of Theatre (1990); on leave winter, spring

Elizabeth Endicott-West
A.B., Trinity College; M.A., Yale University; M.A., Ph.D., Princeton University
Assistant Professor of History (1995)

Mark Evancho
A.B., Baldwin-Wallace College; M.F.A., Western Illinois University
Assistant Professor of Theatre (1991)

Liria Evangelista
Licenciada en Letras, Universidad de Buenos Aires
Visiting Instructor in Spanish (1996)

Emory M. Fanning
B.M., Oberlin College; M.M., University of Illinois; Mus.A.D., Boston University
Professor of Music (1967); Fletcher Professor in the Arts (1985)

Cheryl Faraone
A.B., M.F.A., Catholic University of America; Ph.D., Florida State University
Associate Professor of Theatre (1986)

Howard B. M. Fauntroy III
A.B., Middlebury College; M.A., M.Div., Harvard Divinity School
Chaplain (1994)

Evelina Félicité-Maurice
A.B., University of Puerto Rico; M.A., University of Maryland; Ph.D., University of Colorado at Boulder
Assistant Professor of Spanish (1991)

Robert L. Ferm
A.B., College of Wooster; B.D., Yale Divinity School; Ph.D., Yale University
Professor of Religion (1964-65, 1969); Pardon Tillinghast Professor of History, Philosophy, and Religion (1987); on Associate Status

Miguel Fernandez
A.B., M.A., Middlebury College
Visiting Instructor in Spanish (1995)

Carson W. Foote
B.S., Springfield College
Assistant Professor of Physical Education (1977)

Jennifer H. Fulcher
A.B., Connecticut College; M.S., C.A.G.S., Springfield College
Assistant Professor of Physical Education (1994)

Michel Gabrielli
Diplôme, Lycée Buffon
Visiting Lecturer in French (1996); part-time

Randall T. Ganiban
A.B., Yale University; M.A., Princeton University
Instructor in Classics (1996)

Barbara E. Ganley
A.B., Williams College; M.A., Middlebury College
Lecturer and Tutor in Writing (1990)

Michael E. Geisler
Wissenschaftliche Prüfung für das Lehramt an Gymnasien, Universität Mannheim; Ph.D., University of Pittsburgh
Associate Professor of German (1992)

Gloria E. Gonzalez-Zenteno
Licenciatura, Universidad Autónoma de Guadalajara, Mexico; M.A., State University of New York at Stony Brook
Visiting Instructor in Spanish (1996)

Roman Graf
M.A., University of Oregon; Ph.D., University of North Carolina at Chapel Hill
Assistant Professor of German (1993)

Heidi E. Grasswick
A.B., University of Victoria; M.A., Dalhousie University
Instructor in Philosophy (1996)

Arthur St. Leger Grindon
A.B., University of California at Berkeley; M.A., Ph.D., New York University
Associate Professor of Film/Video (1987)

Frederick L. Haas
A.B., Dartmouth College
Visiting Instructor in Music (1993); part-time

Kimberly A. Hannula
A.B., Carleton College; Ph.D., Stanford University
Assistant Professor of Geology (1993)

Ann Hanson
A.B., Stanford University; M.Ed., Harvard University; Ph.D., University of California, Los Angeles
Associate Dean of the College (1988); Dean of Students (1991)

William B. Hart
A.B., Ohio Wesleyan University; M.A., Brown University
Instructor in History (1993)

Michael G. Heinecken
B.S., M.Ed., University of Delaware
Assistant Professor of Physical Education (1973)

Guntram H. Herb
Diplom, Vordiplom, Eberhard-Karls-Universität; Ph.D., University of Wisconsin
Visiting Assistant Professor of Geography (1993)

Robert W. Hill, Jr.
A.B., M.A., Ph.D., Harvard University
Professor of English (1966); Henry Norman Hudson Chair (1996)

David E. Horlacher
A.B., Dartmouth College; M.A., University of Pennsylvania; Ph.D., Pennsylvania State University
Visiting Professor of Economics (1992); A. Barton Hepburn Professor of Economics (1992); teaching spring only

Thomas Huber
M.A., University of Vermont; M.A., Ph.D., Princeton University
Professor of German (1966); Director of the School in Germany (1996)

John Huddleston
A.B., Yale University; M.F.A., San Francisco State University
Associate Professor of Art (1987)

Brigitte Humbert
Licence, Université de Besançon; M.A., Ph.D., University of Nebraska
Visiting Assistant Professor of French (1995)

John M. Hunisak
A.B., Williams College; M.A., Ph.D., New York University
Professor of Art (1970)

Travis B. Jacobs
A.B., Princeton University; M.A., Ph.D., Columbia University
Professor of History (1965); Fletcher D. Proctor Professor of American History (1992)

Tazim R. Kassam
A.B., Ph.D., McGill University
Assistant Professor of Religion and Islamic Studies (1991)

John P. Keenan
A.B., Charles Borromeo Seminary; M.A., University of Pennsylvania; Ph.D., University of Wisconsin
Associate Professor of Religion (1986); on leave

Constance N. Kenna
A.B., Elmira College; M.A., Yale University
Lecturer in German (1971, 1973)

Christopher J. McGrory Klyza
B.S., Cornell University; M.S., Duke University; Ph.D., University of Minnesota
Associate Professor of Political Science (1990)

Edward C. Knox
A.B., Wesleyan University; Ph.D., Yale University
Professor of French (1969); Director of the School in France (1996-97)

Huguette Knox
M.A., Université d'Aix-en-Provence
Lecturer in French (1977)

Michael Kraus
A.B., University of Colorado; M.A., Ph.D., Princeton University
Professor of Political Science (1980)

Bethany Ladimer
A.B., Barnard College; M.A., Ph.D., Columbia University
Professor of French (1978-81, 1986)

Marjorie E. Lamberti
A.B., Smith College; M.A., Ph.D., Yale University
Professor of History (1964); Charles A. Dana Professor (1984)

James A. Larrabee
B.S., Trinity College; M.A., Ph.D., Princeton University
Professor of Chemistry (1986)

G. Thomas Lawson
B.S., Springfield College
Professor of Physical Education (1969); Director of Athletics (1977)

Russell J. Leng
A.B., Middlebury College; Ph.D., American University
Professor of Political Science (1966)

Karl L. Lindholm
A.B., Middlebury College; M.A., Ph.D., Case Western Reserve University
Assistant Professor of American Literature and Civilization (1981)

Virginia M. MacDonald
A.B., University of Chicago; M.A., Ph.D., University of California, Los Angeles
Visiting Assistant Professor of Psychology (1996)

David A.J. Macey
A.B., Brooklyn College; M.A., M.Phil., Ph.D., Columbia University
Professor of History (1978); Director of Off-Campus Study (1995)

William E. Mandigo
A.B., Wesleyan University
Assistant Professor of Physical Education (1988)

Patricia Manley
B.S., Kent State University; M.A., M.Phil., Ph.D., Columbia University
Associate Professor of Geology (1989)

Gary F. Margolis
A.B., Middlebury College; Ph.D., State University of New York at Buffalo
Director of the Counseling and Human Relations Center (1972); Associate Professor of English (1983)

Edward A. Martin
A.B., Princeton University; M.A., Ph.D., Columbia University
Professor of English (1961); on Associate Status

Robert P. Martin
B.S., M.S., Central Connecticut State University; M.A., Ph.D., University of Maryland
Professor of Computer Science (1976)

Peter H. Matthews
A.B., McGill University; M.A., Queen's University; Ph.D., Yale University
Assistant Professor of Economics (1995)

Tamar Mayer
A.B., University of Haifa; M.S., Ph.D., University of Wisconsin
Associate Professor of Geography (1985)

Michelle McCauley
A.B., University of Iowa; M.S., Ph.D., Florida International University
Assistant Professor of Psychology (1995)

Grant A. Meyer
B.S., University of Idaho; M.S., Montana State University; Ph.D., University of New Mexico
Assistant Professor of Geology (1993)

Raoul J.O. Miller
B.S., University of Liverpool; M.S., McMaster University; Ph.D., University of Colorado at Boulder
Assistant Professor of Geography (1994)

Brett C. Millier
A.B., Yale University; Ph.D., Stanford University
Associate Professor of American Literature and Civilization (1986)

Feng-Ying Ming
A.B., Tamkang University, Taiwan; M.A., California State University; M.A., University of California, Los Angeles
Visiting Instructor in Chinese (1995)

Donald Mitchell
A.B., Swarthmore College
Lecturer in English and Theatre (1986)

Paul Monod
A.B., Princeton University; M.A., M.Phil., Ph.D., Yale University
Associate Professor of History (1984);

Thomas E. Moran
A.B., Syracuse University; M.A., Ph.D., Cornell University
Assistant Professor of Chinese (1994)

Wendy Morrison
A.B., Colby College
Instructor in Economics (1996)

Kevin M. Moss
A.B., Amherst College; M.A., Ph.D., Cornell University
Professor of Russian (1983, 1985)

A. David Napier
B.Phil., University of Louvain; M.Litt., D.Phil., Oxford University
Professor of Art and Anthropology (1981, 1984); on Associate Status

Elizabeth Napier
A.B., Kalamazoo College; M.A., Ph.D., University of Virginia
Professor of English (1978)

William R. Nash
A.B., Centre College of Kentucky; M.A., Ph.D., University of Virginia
Assistant Professor of American Literature (1995)

Eric G. Nelson
A.B., University of Illinois; M.A., M.F.A., University of Iowa
Professor of Art (1978); Christian A. Johnson Professor in Art (1994)

Janet E. Nelson
A.B., Carleton College; Ph.D., California Institute of Technology
Assistant Professor of Chemistry (1994)

Margaret K. Nelson
A.B., Swarthmore College; Ph.D., Columbia University
Professor of Sociology (1975); on leave

Paul E. Nelson
A.B., Augustana College; M.A., Ph.D., University of Chicago
Professor of Political Science (1963); George Nye and Anne Walker Boardman Professor of Mental and Moral Science (1990)

Michael R. Newbury
A.B., Wesleyan University; M.A., Ph.D., Yale University
Assistant Professor of American Literature and Civilization (1993)

Charles A. Nunley
B.A., Middlebury College; Ph.D., Princeton University
Assistant Professor of French (1988-89, 1991)

Nancy M. O'Connor
A.B., Swarthmore College; Ph.D., Cornell University
Professor of French (1977)

Nobuo Ogawa
A.B., Keio University; M.A., University of British Columbia; Ph.D., University of Pennsylvania
Associate Professor of Japanese (1988); on leave fall, winter

Michael Olinick
A.B., University of Michigan; M.A., Ph.D., University of Wisconsin
Professor of Mathematics (1970)

Andrea Olsen
A.B., Millikin University; M.F.A., University of Utah
Professor of Dance (1982)

Bob Osborne
B.S., University of Tennessee; Ph.D., McMaster University
Professor of Psychology (1979)

Ellen D. Oxfeld
A.B., Williams College; M.A., Ph.D., Harvard University
Associate Professor of Anthropology (1985)

Patricia Pack
A.B., Barnard College; M.A., Columbia University
Lecturer in English and Tutor in Writing (1986)

Robert Pack
A.B., Dartmouth College; M.A., Columbia University
Professor of English (1964); College Professor (1992)

Jay Parini
A.B., Lafayette College; B.Phil., Ph.D., University of St. Andrews
Professor of English (1982); Donald Everett Axinn Professor of Creative Writing (1994)

Edward S. (Ted) Perry
A.B., Baylor University; M.A., Ph.D., University of Iowa
Professor of Theatre and Art (1978)

Bruce B. Peterson
A.B., Middlebury College; Ph.D., Syracuse University
Professor of Mathematics (1962); College Professor (1989); on leave calendar year 1997

William P. Peterson
A.B., Dartmouth College; M.S., Ph.D., Stanford University
Assistant Professor of Mathematics (1989)

Jayendran Pillay
B.Mus., University of Durban-Westville; M.A., Ph.D., Wesleyan University
Assistant Professor of Music (1992)

Kymberly N. Pinder
B.A., Middlebury College; M.A., Yale University
Assistant Professor of Art (1993)

Rebecca Popenoe
A.B., Bryn Mawr College; M.A., University of Chicago
Visiting Instructor in Anthropology (1995)

José Alberto Portugal
A.B., Pontificia Universidad Católica del Péru; Ph.D., University of Texas at Austin
Assistant Professor of Spanish (1990)

Cassandra W. Potts
A.B., Pomona College; M.A., Ph.D., University of California at Santa Barbara
Assistant Professor of History (1990)

Kirsten H. Powell
B.F.A., Ohio Wesleyan University; M.Ed., Lehigh University; M.A., University of Delaware; M. Phil., Ph.D., Columbia University
Associate Professor of Art (1983)

Ronald D. Powers
B.S., University of Missouri
Visiting Assistant Professor of English (1989); part-time

David Price
A.B., Amherst College; M.A., Ph.D., Princeton University
Professor of English (1970)

Robert Prigo
A.B., M.A., Ph.D., University of California at Santa Barbara
Professor of Physics (1980)

Erin C. Quinn
A.B., Middlebury College; M.A.T., Tufts University
Assistant Professor of Physical Education (1990)

James R. Ralph, Jr.
A.B., Middlebury College; M.A., Ph.D., Harvard University
Assistant Professor of History (1989)

Sunder Ramaswamy
A.B., St. Stephen's College; M.A., Delhi School of Economics, University of Delhi; M.S., Ph.D., Purdue University
Associate Professor of Economics (1990)

Stephen J. Ratcliff
B.S., Case Western Reserve University; Ph.D., Princeton University
Associate Professor of Physics (1985)

Russell L. Reilly
A.B., Bates College; M.Ed., Boston University
Assistant Professor of Physical Education (1977); Associate Director of Athletics (1983)

Carol E. Rifelj
A.B., M.A., Ph.D., University of Wisconsin
Professor of French (1972); Jean Thomson Fulton Professor of Modern Languages and Literature (1993)

E. Burke Rochford, Jr.
A.B., California State University at San Bernardino; M.A., Ph.D., University of California at Los Angeles
Professor of Sociology (1986)

Steven C. Rockefeller
A.B., Princeton University; B.D., Union Theological Seminary; Ph.D., Columbia University
Professor of Religion (1971); on Associate Status

Richard V. Romagnoli
A.B., Iona College; M.A., Catholic University of America; Ph.D., Florida State University
Associate Professor of Theatre (1986)

Thomas M. Root
B.S., University of Detroit; M.S., Ph.D., University of Wyoming
Professor of Biology (1979)

David A. Rosenberg
B.S., University of Pennsylvania; M.P.A., Ph.D., Cornell University
Professor of Political Science (1972)

Patricia Ross-Tran
B.S., University of New Hampshire
Assistant Professor of Physical Education (1987)

Ronald E. Rucker
A.B., Pomona College; M.A., Harvard University; M.L.S., University of California at Berkeley
Librarian, with rank of Professor (1976)

Laura Ruetsche
A.B., Carleton College; B.Phil., Oxford University; M.A., Ph.D., University of Pittsburgh
Assistant Professor of Philosophy (1994)

Theodore Sasson
A.B., Brandeis University; Ph.D., Boston College
Assistant Professor of Sociology (1993)

George B. Saul II
A.B., M.A., Ph.D., University of Pennsylvania
Professor of Biology (1967); College Professor (1990); on Associate Status

Richard H. Saunders
A.B., Bowdoin College; M.A., University of Delaware; M.Phil., Ph.D., Yale University
College Curator and Director of the Museum of Art, with rank of Assistant Professor of Art (1985)

David J.F. Saward
A.B., University of London; M.S., Springfield College
Assistant Professor of Physical Education (1985)

Robert S. Schine
A.B., Kenyon College; M.A., Universität Freiburg; Ph.D., Jewish Theological Seminary of America
Associate Professor of Religion (1985)

Peter Schumer
B.S., M.S., Rensselaer Polytechnic Institute; Ph.D., University of Maryland
Associate Professor of Mathematics (1983)

Paula Schwartz
A.B., Duke University; M.A., Columbia University
Instructor in French (1989)

Sallie P. Sheldon
A.B., M.A., State University of New York at Buffalo; Ph.D., University of Minnesota
Associate Professor of Biology (1985)

Patricia L. Siering
B.S., University of California at Berkeley; M.S., San Francisco State University
Visiting Instructor in Biology (1996)

Kathleen Skubikowski
A.B., University of Colorado; M.A., Ph.D., Indiana University
Director of Writing, with rank of Assistant Professor of English (1983, 1984)

Ugo Skubikowski
A.B., George Washington University; M.A., University of Colorado; Ph.D., Indiana University
Professor of Italian (1981)

Ben Slay
A.B., University of California at Santa Cruz; M.A., Ph.D., Indiana University
Assistant Professor of Economics (1994); on leave

Gail D. Smith
B.S., State University of New York at New Paltz
Assistant Professor of Physical Education (1986); Assistant Director of Athletics (1987)

Mark D. Smith
A.B., University of Vermont
Assistant Professor of Physical Education (1994)

Mitchell P. Smith
A.B., University of California at Berkeley; M.P.A., Ph.D., Princeton University
Assistant Professor of Political Science (1993)

Robert L. Smith
A.B., University of Delaware; M.A., University of Maine at Orono
Assistant Professor of Physical Education (1979)

Robert Smitheram
A.B., University of California, Santa Barbara; M.A., Ph.D., Stanford University
Visiting Assistant Professor in Language Teaching Technology (1995)

Paul M. Sommers
A.B., University of California at Santa Cruz; M.A., University of Michigan; Ph.D., University of California at San Diego
Professor of Economics (1976)

Katherine Sonderegger
A.B., Smith College; M.Div., S.T.M., Yale University; Ph.D., Brown University
Associate Professor of Religion (1987); on leave fall, winter

Stephen F. Sontum
A.B., Southern Lutheran College; Ph.D., University of California at Davis
Professor of Chemistry (1983)

Grace H. Spatafora
B.S., Duke University; M.S., University of Richmond; Ph.D., St. Louis University
Assistant Professor of Biology (1992)

Timothy B. Spears
A.B., Yale University; Ph.D., Harvard University
Assistant Professor of American Literature and Civilization (1990)

John Spencer
A.B., Princeton University; M.A., Ph.D., Columbia University; Litt.D., Atlanta University
Professor of History (1974); on Associate Status

Douglas C. Sprigg
A.B., M.A., Ph.D., University of Michigan
Professor of Theatre (1975)

David C. Stahl
A.B., M.A., University of California at Santa Barbara; Ph.D., Yale University
Assistant Professor of Japanese (1994)

Allison K. Stanger
B.S., Ball State University; Graduate Diploma, London School of Economics; M.A., Ph.D., Harvard University
Assistant Professor of Political Science (1991)

Kevin M. Stephenson
A.B., State University of New York at Oswego; Ph.D., Cornell University
Assistant Professor of Economics (1992); on leave

Regina M. Sweeney
A.B., Tufts University; M.A., Ph.D., University of California at Berkeley
Assistant Professor of History (1992)

Kyoko Takashi-Wilkerson
A.B., Tezukayama Gakuin University; M.S., Ph.D., Georgetown University
Assistant Professor of Japanese (1990)

Su Lian Tan
A.B., Bennington College; M.M., Juilliard School; M.F.A., Princeton University
Instructor in Music (1992)

Marguerite Tassi
A.B., Columbia University; M.A., University of Virginia; Ph.D., Claremont Graduate School
Visiting Assistant Professor of English (1995)

Snejana J. Tempest
M.A., Moscow State University; M.A., Ph.D., Yale University
Assistant Professor of Russian (1994)

Mark O. Tengesdal
A.B., Pacific Lutheran University; M.A., Ph.D., University of California, Riverside
Visiting Assistant Professor of Economics (1996)

Betsy K. Thurber
A.B., University of Vermont
Lecturer in Teacher Education (1972); part-time

George B. Todd
A.B., Amherst College; M.B.A., Stanford University; M.F.A., Princeton University
Professor of Music (1965); Christian A. Johnson Professor in the Performing Arts (1984); on Associate Status

Stephen C. Trombulak
A.B., University of California at Los Angeles; Ph.D., University of Washington
Professor of Biology (1985)

Van Horn Vail
A.B., University of Washington; M.A., Ph.D., Princeton University
Professor of German (1966)

Vanessa Van Ornam
B.S., University of Nebraska; M.A., University of North Carolina
Instructor in German (1996)

Roberto A. Véguez
B.S., Columbia University; M.A., Ph.D., University of Wisconsin
Professor of Spanish (1972); Director and Dean of the Language Schools (1995); Acting Vice President for Languages (1996)

Carlos Javier Velez-Blasini
A.B., Catholic University of Puerto Rico at Ponce; M.A., Ph.D., University of Vermont
Assistant Professor of Psychology (1993)

Gregory J. Vitercik
A.B., Columbia University; M.A., Ph.D., State University of New York at Stony Brook
Associate Professor of Music (1986)

William S. Waldron
A.B., Ph.D., University of Wisconsin
Visiting Assistant Professor of Religion (1996)

Neil Waters
A.B., Pacific Lutheran University; M.A., Washington State University; Ph.D., University of Hawaii
Professor of History (1990); Kawashima Professor in Japanese Studies (1990)

Christopher D. Watters
B.S., University of Notre Dame; M.A., Ph.D., Princeton University
Professor of Biology (1968); Irene Heinz and John LaPorte Given Professor in Pre-Medical Sciences (1983)

James West
A.B., M.A., Ph.D., Princeton University
Visiting Professor of History (1995)

John Wilders
A.B., M.A., Ph.D., Cambridge University
Visiting Professor of English (1984, 1987); John Hamilton Fulton Professor of the Humanities (1987); teaching fall and winter

Mark Williams
A.B., University of Michigan
Instructor in Political Science (1994)

Christopher Kent Wilson
A.B., Illinois Wesleyan University; M.A.R., Yale Divinity School; M.A., M.Phil., Ph.D., Yale University
Professor of Art (1979)

Tyrone Wilson
A.B., Middlebury College; M.F.A., Yale University Drama School
Visiting Lecturer in Theatre (1995)

Michael R. Wing
A.B., University of Chicago; Ph.D., University of California, San Diego/Scripps Institution of Oceanography
Assistant Professor of Geology (1996)

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MIDDLEBURY COLLEGE CALENDAR 1996–97

September 1996

1	Sunday	Alumni College ends
2	Monday	Fall orientation begins
5	Thursday	Convocation
9	Monday	Fall term classes begin (8:15 a.m.)
20-22	Fri.-Sun.	Fall Family Weekend I
27-29	Fri.-Sun.	Alumni Leadership Conference

October 1996

5-6	Sat.-Sun.	Homecoming
17-18	Thurs.-Fri.	Mid-term recess
25-27	Fri.-Sun.	Fall Family Weekend II

November 1996

7	Thursday	All College Meeting Night
26	Tuesday	Thanksgiving recess begins (4:15 p.m.)

December 1996

2	Monday	Classes resume (8:15 a.m.)
7	Saturday	Fall term classes end (12:15 p.m.)
9	Monday	Examination period begins
10	Tuesday	Final exams begin
17	Tuesday	Examination period ends; recess begins

January 1997

6	Monday	Winter term begins (8:15 a.m.)
20	Monday	Martin Luther King, Jr., Day
31	Friday	Winter term ends (4:15 p.m.); recess begins

February 1997

1	Saturday	Celebration for mid-year graduates
5	Wednesday	Spring orientation week begins
10	Monday	Spring term classes begin (8:15 a.m.)
20	Thursday	Winter Carnival recess begins (4:15 p.m.)
24	Monday	Classes resume (8:15 a.m.)

March 1997

29	Saturday	Spring recess begins (12:15 p.m.)

April 1997

7	Monday	Classes resume (8:15 a.m.)
17	Thursday	All College Meeting Night

May 1997

10	Saturday	Spring term classes end (12:15 p.m.)
12	Monday	Examination period begins
13	Tuesday	Final exams begin
20	Tuesday	Examination period ends
24	Saturday	Baccalaureate
25	Sunday	Commencement
30	Friday	Reunion '97 begins

June 1997

1	Sunday	Reunion '97 ends
6	Friday	Language Schools nine-week session begins
20	Friday	Language Schools seven-week session begins
23	Monday	Language Schools six-week session begins
24	Tuesday	Bread Loaf School of English in Vermont begins
30	Monday	Bread Loaf School of English at Oxford begins

August 1997

8	Friday	Commencement, Language Schools
9	Saturday	Commencement for Bread Loaf School of English in Vermont and at Oxford; Pre-enrollment begins
12	Tuesday	Bread Loaf Writers' Conference begins
24	Sunday	Bread Loaf Writers' Conference ends
27	Wednesday	Alumni College begins
29	Friday	Pre-enrollment ends
31	Sunday	Alumni College ends

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COMMUNICATIONS

For information about	*Contact*	(802) 388-3711* *Extension*
Admissions	Director of Admissions, The Emma Willard House	5153
Alumni, Parent Relations	Director of Alumni and Parent Programs, Kirk Alumni Center	5187
Athletics	Director of Athletics, Memorial Field House	5250
Bills	Comptroller, Service Building	5366
Bread Loaf School of English	Administrative Associate, Sunderland Language Center	5418
Bread Loaf Writers' Conference	Coordinator, Adirondack House	5286
Business Matters	Vice President for Administration and Treasurer, Old Chapel	5404
Career Services	Director of Career Counseling and Placement, Adirondack House	5100
Educational Program	Vice President for Academic Affairs, Old Chapel	5391
Financial Aid	Director of Financial Aid, The Emma Willard House	5158
Gifts and Bequests	Director of Development, Forest Hall	5130
Health Services	Medical Director, George F. Parton Health Center	5135
Language Schools	Director of the Language Schools, Sunderland Language Center	5509
Libraries	College Librarian, Egbert Starr Library	5490
Public Information	Director of Public Affairs, Kirk Alumni Center	5198
Student Affairs	Vice President for Undergraduate Affairs, Old Chapel	5393
Transcripts		
Current undergraduates and A.B. alumni	Director of Undergraduate Records, Service Building	5382
Language Schools and Bread Loaf programs	Director of Academic Records, Sunderland Language Center	5517

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Home Page on the World Wide Web: http://www.middlebury.edu

* The College's new telephone system is scheduled to begin operating by September 1, 1996. Then, outside callers will be able to dial direct, if they know the extension they want to reach. On-campus extensions will remain the same and the direct-dial numbers will be preceded by 443. In other words, someone calling the Starr Library after the beginning of September will dial (802)443-5490. The new basic number used to call Middlebury will become (802)443-5000, and the old, general campus number (388-3711) will remain in operation for another year.

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ADDRESS CORRECTION REQUESTED